

A COMPARATIVE STUDY OF
PERSONALITY, MENTAL-HEALTH AND
VALUE PATTERNS OF DELINQUENTS
AND NON-DELINQUENTS

A
Thesis



Submitted to the

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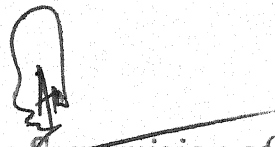
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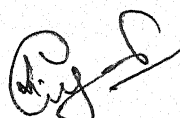
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Under the Supervision of:
Dr. A. K. Srivastava

Head Dept. of Psychology
D.V. COLLEGE, ORAI (U.P.)


By
Yogesh Gyani
Lecturer-Psychology
Gandhi Intermediate College, Orai

CERTIFICATE

Certified that the thesis entitled "*A comparative study of Personality, Mental Health and Value Patterns of Delinquents and Non-Delinquents*" by Yogesh Gyani embodies the work carried out by him under my supervision and that this work has not been submitted elsewhere for a degree. Yogesh Gyani had put in more than 200 days of attendance during this work.

Date : 26 Aug 06



Dr. Arun Kumar Srivastava

Head :

PG & Research Dept. of Psycholgy
D.V. (P.G.) College, Orai (U.P.) 285001

DECLARATION

I hereby declare that the thesis entitled "*A comparative study of Personality, Mental Health and Value Patterns of Delinquents and Non-Delinquents*" being submitted to Bundelkhand University, Jhansi for the Degree of Doctor of Philosphy in Psychology is an original piece of research work done by me and the best of my knowledge and belief the thesis or any part of the thesis has not been published in any other University or Examining body in India or abroad earlier.

Date : 26 Aug 06


(Yogesh Gyani)

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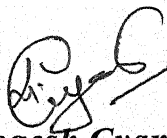
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CONTENTS

Chapter-1	1-108
------------------	--------------

INTRODUCTION

i) The selection of research problem	1
ii) Description of variables involved	4
a) Value Pattern	4
b) Personality	28
c) Mental Health	59
d) Non-delinquents and delinquents	76
iii) Objectives of the present study	95
iv) Hypotheses of the present study	101
v) Importance of the present study	108

Chapter-2	109-120
------------------	----------------

REVIEW OF RELATED STUDIES

Chapter-3	121-142
------------------	----------------

RESEARCH METHODS AND PROCEDURES

a) The Sample	121
b) Design and variables involved	122
c) The tools used	122
d) The collection of data	141
e) The statistical technique used	142

Chapter-4	143-297
------------------	----------------

THE DATA ANALYSIS AND DISCUSSION

Part A : Overall comparison of value patterns between non-delinquents and delinquents.	143
Part B : Overall comparison of value patterns between male and female adolescents.	147

Part C : Overall comparison of value patterns between good mental health and poor mental health.	151
Part D : Overall comparison of value patterns between high and low different personality factors.	175
Part E : The effect of gender (male and female) and types of adolescent (non-delinquents and delinquents) on different value patterns.	213
Part F : The effect of gender (male and female) and mental health (good, average and poor) on different value patterns.	243
Part G : The effect of gender (male and female) and different personality factors (high, average and low) on different values.	264
Conclusion	295
Chapter-5	298-321
SUMMARY	
Bibliography	
Appendix	
I Test papers	
1. The Value Test	
2. Multi-variable Personality Inventory	
3- Mental Health Scale	
II Raw Scores (Data Sheet)	

Chapter-1

Introduction

INTRODUCTION

(i) The selection of research problem

A delinquent is essentially a maladjusted adolescent who creates difficulties for others and who himself blocked his wholesome growth. He rebels and aggresses against authority and tries to destroy, break down or change the environment. It must be noted that he is not a unique type of human being. His heart cherishes the same human desires and natural yearnings as fill the heart of a non-delinquent. He has the same abundance of humanity and eagerness to respond to decent treatment of others as any other human individual. But he is hostile and rebellious against parents, teachers and social organisations, which fail him in the satisfaction of his fundamental human urges and needs. He rebels to protect his own integrity and attacks the situation which threatens his security and the urge to exist and grow.

Delinquent children may roughly fall into two distinct groups. One group consists of delinquents who are active, restless, hyperactive, energetic and uninhibited. They generally have a strong spirit of adventure and love to roam about and seek excitement. They seem to be always 'on the go.' Their behaviour tends to be dangerously disruptive. The second group, who are generally shy, quiet, vindictive and highly selfish. They lack in

feelings of shame, or guilt and have no consideration for or thought of others. Most delinquents belonging to both groups, driven as they are by primitive impulses which they want to fulfil immediately, ignore their responsibilities, restrictions and duties. They have no stable goals. Their life is so much dominated by fleeting desires that they have no time left for far-sighted planning.

It is interesting to note the patterns of delinquency as found by various research workers in the field. These juvenile offences are of varied types. They include offences against property including stealing, burglary and arson, murder and suicide, gambling, assault and rape, sodomy, ticketless travelling, placing stones on the railway lines and throwing stones at the passing trains, offences against prohibition and rationing rules, drunkenness, wandering, frequenting the company of thieves or prostitutes, living in houses of defame, breach of supervision order, sex offences, licenseless hawking, illegal trespassing etc.

An interesting feature of the pattern is the age-group of offenders. The largest number of offenders falls in the age group between 14 and 16 and the next largest group consists of juveniles between 11 and 13. The reason is that children up to 10 or 11 or younger find pleasures in the home and like to

spend more time there but with the onset of puberty, at 14 or 15, they make more social contacts and develop a wider range of interests. This leads them to more outside than inside the home which in most cases, is not an adequate one. Again at this age, there are more chances of frustration than at an earlier age. The growing adolescent would like to be treated like an adult, with his own individuality, new beliefs and outlook but more often, he is denied the adult status and is not given the due recognition. His desires for emancipation from dependency of childhood are thwarted. Thus frustrated he becomes a victim of conflicts both conscious and endopsychic, which lead to aggression, rebellion and other anti-social acts. The general trend everywhere is for boys than girls to commit it.

Delinquency among girls is more often the expression of personal inadequacies rather than a manifestation of social or cultural imperatives. The majority of girls will not engage in delinquent activities unless emotionally disturbed to begin with whereas boys will do so under pressure of culture and environment.

The delinquency is closely related with value pattern of adolescent. A value is a preference for something cherished or desired, it is linked to one's satisfaction of needs, his realization

of goals and the maintenance and enhancement of his self-concept, personality and mental health. Values are organized in hierarchy and are manifested in the consistency of one's behaviour.

Though the importance of values and its relation with personality, mental health and types of adolescents (non-delinquent and delinquent) is important but it is seen that a little work has been done on this problem in India. Therefore the problem undertaken for the present investigation is entitled as "*A comparative study of personality, mental health and value patterns of delinquents and non-delinquents.*"

ii) Description of variables involved

(a) Values :

The concept of values is considered useful for the study of man. Neither of these two points fits into Skinner's approach. His outlook is based on the two general propositions of determinism and behaviourism. Determinism in its extreme form will encompass all kinds of behaviour, whether we talk of the predictability of a young child's behaviour or about the person, who feels that, he was driven to an action or about ourselves in our daily interactions, Behaviourism with its focus on directly observable phenomena, will include all forms of human thoughts and aspirations, as these too are meant to be contingent on reinforcement principles.

Jones and Gerard (1967) defined the values as, "Any singular state for object for which the individual strives are approaches, extols, embraces, voluntarily consumes, incurs expense to acquire is a positive value. Values animate the person they move him around his environment because they define its attractive and repelling sections. For Jones and Gerard a value expresses a relationship between a person's emotional feeling and particular cognitive categories. War (cognitive category) is bad (expression of emotional feeling). Thus becomes a negative value. 'Food is good', is a positive value since any cognition can have an emotion attached to it. The number of cognitions he can hold. This definition is extremely wide since it will include objects as well states of mind and will not distinguish in its definition between the value of diamonds or religion. But because of vagueness it can allow for the possibility that these subjective evaluations can be acquired in different ways and have differing degrees of centrality for a person.

A different emphasis is made by Allport (1963). He writes "A value is a belief upon which a man acts by preference." This general statement must be seen in the context in which he continues: 'We know a person best if we know what kind of future he is bringing about and his molding of the future rests primarily on his personal values.' It is evident that this approach is in sharpest contrast to that of skinner. It acknowledges choice in man and moves the concept of values to the centre of life and

its aspirations.

The most important attempt in years to come to grips with the question of values is that of Rokeach (1973). His main definition is : "A value is an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence." If substitute for the phrase mode of conduct the words honest or kind and for end state of existence the concepts security or salvation- the definition becomes reasonable clear. Like Allport and perhaps more explicitly so, Rokeach puts the emphasis on values that people have rather than on those that are said to in here in objects. If you believe that to be honest is more important than to be self-controlled or that salvation is more important than pleasure, then honesty and salvation will have greater value for you. Rokeach gives values something of enduring quality. His definition allows for emotional component of a value-that one feels good or bad about it. It also encompasses a motivational component, the striving towards their attainment. The affective and cognitive components are implied in his definition by the word preferable."

In the quotation of Rokeach's definition of values, terms mode of conduct or end-state of existence,' refer to what he labels instrumental and terminal values. He points out that there are divisions within these terms. Instrumental values, can refer either to morality or competence. Within the category of

terminal values he points out that some are in their focus interpersonal (peace of mind), while others are more interpersonal (brotherhood). Most theorists have ascribed prescriptive and proscriptive attributes to values, that is they have agreed that there is an oughtness about them. Rokeach, however, points out that the degree and extent of this will be partly a function of society's demands with regards to the value. Others especially the moral instrumental value (honest, loving) are more likely to have a universally agreed attribute of oughtness.

Rokeach identifies two important functions which values serve. One such function is as standards which will guide our conduct, they help us for instance, to evaluate and judge, to heap praise and fix blame on ourselves and others. A second function which he calls motivational, is concerned with the component which expresses our striving towards its attainment, We strive to be honest etc. In this sense, striving for their fulfilment to him a human need. If values occupy a central role in our lives, then this need to achieve standards of excellence becomes conceptually tied to our need to maintain and enhance self-esteem. If I value honesty highly then my attempts and achievements to be honest must affect my self-evaluation to the extent that others share my values and are aware of my honest behaviour, my self-esteem will be enhanced by their reactions. One can also understand the perceived discomfort of a lowering of self-esteem when one has violated one's achieved standards (guilt) and is seen by others to have done so (Shame). It will remain to be seen whether the

orientations of Allport and Rokeach, which imply that man can act and not only react are more acceptable than behaviourism. They also claim that concepts like values and attitudes are of central importance to the study of man this too will have to be shown to be the case.

Value & Attitudes Compared

One distinction between these two concepts which is frequently made is, that values occupy a more central place than attitudes. Consider some of your values and observe how your attitude towards a person or object can arise from them. Your values honesty high- you have a negative attitude towards a person who consistently tells lie. or your value justice and you have a favourable attitude towards the politician who in your view may help to bring it about. Katz and Stotland (1959) made such a distinction between values and attitudes. Value systems are in their view not concerned with specific objects or persons, while attitudes are. Attitudes to a group of people can be associated with two or more values. A positive attitude to lower caste is more likely to be associated with people who value equality and freedom highly. On the other hand a number of attitudes can be associated with one value. Consider a person who puts a high value on a world at peace-one can think of a number of attitudes that would cluster round this central value. Looked at like this, values are more abstract than attitudes. One would also assume, if one agrees with this distinction, that values are more central in

that they are more deeply enclosed in the person, perhaps part of his personality structure. If this is so then it should be more difficult to change a man's values than his attitudes.

Perhaps because values are less specific than attitudes one can not so easily detect them in behaviour patterns. We tend to behave favourably or unfavourably towards those people or things about which we have attitudes but the same does not apply to value.

There is an additional reason why a distinction between the two concepts is worth making. If one holds certain values, one does not hold them a little or much, but completely. This is particularly the case with moral value. We do not for instance believe in little or more freedom or honesty, we believe and strive for its complete realization. What we allow for are two things. We can say that if we have to choose we may value security more highly than freedom, should an issue arise where these two values appear to clash. Another possibility is that a person may be in a conflict situation because two equally important values appear to clash on a particular issue. The reason for this total belief in values may be because we conceive them as standards of behaviour and therefore although we may not be able to attain them fully, they do not allow for half measures.

Spranger's types of Values :

The value study of Allport, Vernon and Lindzey de-

depends on the classification of Spranger. Spranger's believe was that the value of individual can know from his personality. Spranger described the following six types of men in his book 'Types of Men'

1. The Theoretical.

The dominant interest of theoretical men is the discovery of truth. In the pursuit of his goal he characteristically takes a 'cognitive' attitude, one that looks for identities and differences, one that clears itself of judgments regarding the beauty or utility of objects and seeks only to reason. Since the interests of the theoretical man are empirical, critical and rational, he is necessarily an intellectualist, frequently a scientist or philosopher, his chief aim in life is to order and to systematize his knowledge.

2. The Economic

The economic man is characteristically interested in what is useful. Based originally upon the satisfaction of bodily need (self-preservation), the interest in utilities develops to embrace the practical affairs of the business world- the production, marketing and accumulation of tangible wealth. This type is thoroughly practical and conforms well to prevailing stereotype of the average Indian businessman living in the cosmopolitan cities. The economic attitude frequently comes into conflict with other values. The economic man wants education to be practical and regards unapplied knowledge as waste. Great feats of engineering,

taylorism, pragmatism and "applied psychology" result from the demands which economic men make upon science. The value of utility likewise conflicts with the aesthetic value, excepting when it serves commercial ends. Without feeling inappropriateness in his art, the economic man may denude a beautiful hillside or befoul a river with industrial refuse. In this personal life he is likely to confuse luxury with beauty.

In his relations with people he is more likely to be interested in surpassing them in wealth than in dominating them (political attitude) or in serving them (social attitude). In some cases the economic man may be said to make his religion the worship of Mammon. In other instance however, he may regard for the traditional God, but inclines to consider him as the giver of good gifts, of wealth, prosperity and other tangible blessings.

3. *The Aesthetic*

The aesthetic man sees his highest value in form and harmony. Each single experience is judged from the stand point of trace, symmetry or fitness. He regards life as manifold of events, each single artist, he is aesthetic if he but finds his chief interest in the artistic episodes of life.

The aesthetic attitude is in a sense diametrically opposed to the theoretical, the former is concerned with the diversity and the latter with the identities of experience. The aesthetic man choose with Kalidas to consider truth as equivalent

to beauty, or else to agree with Mencken that, "To make a thing charming is a million times more important than to make it true." In the economic sphere the aesthetic sees the process of manufacturing, advertising and trade as a wholesale destruction of the values most important to him. In social affairs he may be said to be interested in person but not in the welfare of persons, he tends toward individualism and self sufficiency. Aesthetic people often like the beautiful insigma of pomp and power, but oppose political activity when it makes for likely to confuse beauty with purer religious experience.

4. The social

The highest value of this type is love of people whether of one or many, whether conjugal, filial, friendly or philanthropic. The social man prizes other persons as end and is therefore himself kind, sympathetic and unselfish. He is likely to find the theoretical, economic and aesthetic attitudes cold and inhuman. In contrast to the political type, the social man regards love as itself the only suitable form of power or else repudiates the entire conception of power as endangering the integrity of personality. In its purest form the social interest is selfless and tends to approach very closely to the religious attitude.

5. The Political

The political man is interested primarily in power. His activities are not necessarily within the narrow field of politics,

but whatever his vocation, he betrays himself as a all knowing man. Leaders in any field generally have high power value. Since competition and struggle play in all life, many philosopher have seen power as the most universal and most fundamental of motives. There are, however, certain personalities in whom the desire for direct expression of this motive is upper most, who wish above all else for personal power influence and renown.

6. *The Religious*

The highest value of the religious man may be called unity. He is mystical and seek to comprehend the cosmos as whole to relate himself to its embracing totality. Spranger define the religious man as one "whom mental structure is permanently directed to the creation of the highest and absolutely satisfying value experience." Some man of this type are "immanent mystics that is they find in the affirmation of life and in active participation there in their religious experience. A faust with his zest and enthusiasm sees something divine in every event. The "Transcendental mystic" on the other hand seeks to unite himself with a higher reality by withdrawing from life, he is the ascetic and like the holy men of India, finds the experience of unity through self-denial and meditation. In many individuals the negation and affirmation of life alternate to yield the greatest satisfaction.

Measurement of Values

Allport, Vernon and Lindzey (1951) developed a stand-

ardized scale to measure the relatively importance individual attach to six above value orientations. But limitations of this measure of values are clearly set out by Allport (1963). In the first instance the six value areas are rather restricted. We could think of values not touched by their test like pleasure or security. The values chosen seem to cover an idealized version of socially acceptable values. Perhaps they best describe the aspirations of a middle class student in the 1950. Secondly, the test deals with relative preferences but does not tap the strength of conviction behind these preferences. Two men may put a similarly high value on power in comparison with other values, but do they necessarily agree on the strength of the derive what extent will each pursue the realization of this value? The Allport, Vernon and Lindzey can deal with that type of question. According to Allport the test has been most useful for counselling purposes as it can indicate what kind of subject particular students ought to study at college, or what kind of career they ought to take up.

Inspite of these limitations of the test, the researcher will mention on study, quoted by Hollander (1971), in which the value test was used make predictions in an experimental situation. This example will at the same time illustrate the importance that people attach to value systems as suggested by Allport. Vaughan and Mangan (1963) gave subjects the Allport-Vernon-Lindzey value scale, isolating two values areas for each individual subject. On one of these the subject had a high, on the other a low

score. On the basis of this information the Ben Reich designed a modified Asch group conformity experiment. In a series of experiment dealing with perceptual tasks Asch (1956) placed a native subject next to a number of strangers who had been briefed to respond as instructed the experimenter.

Rokeach's Values Measure :

In his revised measure of Values, Rokeach (1967) uses two lists of words or short phrases.

List A contains eighteen terminal and List B eighteen instrumental values.

LIST A

A comfortable life	A world of peace
An exciting life	A world of beauty
A sense of accomplishment	Equality
Family security	Pleasure
Freedom	Salvation
Happiness	Self-respect
Inner harmony	Social recognition
Mature love	True friendship
National security	Wisdom

LIST B

Ambitious	Imaginative
Broadminded	Independent
Capable	Intellectual

Cheerful	Logical
Clean	Loving
Courageous	Obedient
Foregiving	Polite
Helpful	Responsible
Honest	Self-controlled

The respondent is asked to arrange each list by ranking the values in the order of their importance to himself. Any difference in people' values will show up by the difference of ranks they assign to the same thirty six values.

How reliable is this a measure of an enduring value system? A test-retest after an interval of approximately fifteen months yielded the relatively high reliabilities of .69 for terminal and .61 for instrumental values. If the retests are taken after shorter time intervals the reliabilities are even higher. Rokeach claims that values are closely related to attitudes and that they will distinguish between people of different political orientations and commitments.

Dimensions of Values :

The value dimensions were recognised by several thinkers and explorers in different ways Mc Call (1963) recognised them into four types of biological needs, Murray (1938) into twenty types of psychological needs and Morris (1956) into thirteen ways of living. Values as such or as dimensions were considered into two by Turner (1960), Golightly (1948) and

Mathew (1971), into three by Fuster (1964) and others, into four by White (1951), into six by Allport-Vernon-Lindzey (1951), Dennis (1964), Buhler (1964), Gordon (1962) and Naidu (1965), into seven by Butler (1968) and Dixit (1970) into eight by Ruhela, into nine by Spindler, into ten by Sherry and Verma (1996), into twelve by Dodd and Dackawich into thirteen by Berelson and Salter and into fifteen by Peck (1969) and Shartle.

The value dimensions identified by several knowledgeable persons differ much in number and nature. Some values are common in some form or the other in the list of several experts, such as knowledge (theoretical), social, economic, aesthetic, religious, power (political), family, health, democratic, hedonistic, conformity, freedom, love, moral and respect. There is a considerable amount of overlapping in nature and denominations and such values are widely recognised and tried.

Hierarchy :

The myriads of value functions have been classified into several dimensions. These value dimensions impel the human behaviour in different directions and with different forces depending upon the intensity of value in the person. Probably it will be far stretching to say that all value dimensions occur in each individual and that too, in equal magnitude because it is observed from the analysis of human or institutional principles, programmes and practices or functions that each individual or institute holds several values and at times not all. The analysis, also revealed

that all the values which exist in the individual or institute exhibited different levels of activations. Some values exert more and may be called dominant which characterize the person and the institution. Some values operate in a moderate fashion while others act in low tone. It is also found that some values remain dormant, probably, because of no scope for activation or because of certain fears. Strictly and precisely no two values exist in equal intensity. Thus the values occur and operate in distinct hierarchy. A person with high liking towards social welfare may be least inclined towards personal material gains and pleasure, another person of high democratic value considers others equal, respects social Justice and does not like authoritarian views and ways, the person inclined towards material wealth cares little or others and even for knowledge. The attention, he pays for education is more for earning money than for enjoying ideas, thoughts and concepts for assimilation and advancement of knowledge similarly, the institution which are dedicated towards their duty in the uplifting of society work hard, live simple and austere life plan and act in the welfare of the society members, various missions, namely Christian, Ram Krishna, Aurobindo, Radhaswamy, Satya Sai Baba and Arya Samaj. These institutes do not believe and live in comfortable manner, Institutes of academic pursuits work for the advancement of knowledge, of fine arts to advance artistic ways, of religion to propagate religious sacraments, of commerce and industry to strive for the development of material and economic wealth and so on.

Thus, values stand in distinct hierarchy both in individual and in the institution. The distance in the gradation may not be equal. It is also called the value system of an individual or institution. This hierarchy may be classified as high values, medium values and low values for convenience. The medium and low values function more for high values.

The discriminant analysis has revealed that the value dimensions of the individuals or the institutions differ in nature, number and degree. Consequently the difference is noticed in value systems or in the hierarchy of values. The nature and number of value dimensions have been described earlier and the presence of distinct value system in the preceding paragraph. The presence of all value dimensions in each individual is yet to be established although the scales of measurement of value by and large, presuppose it with difference only, in degree of them. These scales locate the value systems of individuals or groups. Basically, values are individualistic on the genetic and developmental grounds but classification of value functions into homogeneous dimensions and the measurement of dimensions in hierarchy has brought many people together. This clubbing though appears similar in hierarchy, differs in the intensity of dimensions with the hierarchy because the measurement is in the numerals of unequal distances between the value dimensions and therefore, stand in a range within the hierarchy. Hence these are the sub groups of people within a category of people of same hierarchy

of values, for example, the value system of two persons, say P-1 and P-2 are the same, that is social, theoretical, Aesthetic, Religious, Political and Economic on Allport-Vernon-Lindzey scale where the dominant values dimensions are social the theoretical and supporting value dimensions are the rest. It is observed that P-1 and P-2 differ, even, significantly in some of the value dimensions. P-1 may be higher in social and less in Theoretical than P-2 and so on, following the principle of balance in the flow of value energy. A system, therefore has a discriminant parts with it. This discrimination has, further classified a group of similar hierarchy into subgroups of more similarity and system is more conspicuous in fine and precise observations. Barring these microscopic discriminations, the system has an apparent noticeable similarity which brings several people together and are recognised separately than others of different system. Logically, too, it is true on the basis of impact of environment on the value system of people about which enough has been highlighted in the paragraph devoted to the formation of values. Bell has recognised the distinct value systems of different occupations and of different prestige level in social stratification, Vinacke (1952) observed the different value systems of upper, middle and lower classes in intellectual, social, racial and occupational fields. Hence there seems to be difference in the value systems of rich and poor, farmer and industrialist, employer and employee, educated and illiterate, sagacious and criminal, humanist and materialist, officer and subordinate, Hindu and Muslim or Christian, High caste

Hindu and low caste Hindu, and so on. This needs a thorough empirical study of the matter to establish facts and remove fallacies, if any. Trying such observations, in an intensive manner will be of immense value for all practical purposes in making clear the whole situation after solving the issue of changeability, modifiability and stability of value dimensions and systems.

Present Times

The knowledge about value dimensions in various forms has enlightened us on many fronts. The list of values is growing and the explorers are making efforts to present new schemes of values in a more clear and complete form. It is not putting old wine in a new bottle but to put values in a more definite way and to find out the vanishing values, the changing values and the emerging values with an advent of changing socio-politico-cultural norms of places. Since the environment is variable no invariant system of values for people of all places and time can be expected.

Values have situational and temporal moorings. Development of science and technology has made an appreciable and enormous impact on the values of the people. It is coming up with more variety of objects, techniques and interrelations between them. Thus, the view of life is widening and so the ways of living of course, within the means and freedom of options. The shift is noticeable towards practice and utility. The useful values of the past are in vogue, that is faith in God, goodness and

morality, some values have become obsolete, such as King does no wrong, my words are laws and so on, some values have been modified that is reign of rule from a single person to group of people from faith in rule or command into workmanship and the like and some values have emerged that is faith in common good, better survival in good service, knowledge is the gateway of better living dignity of labour, respect for individuality and so on.

The question of absolute, universal, uniform and relative nature of values needs more thoughtful deliberations although attended by good many people. The pragmatic and emirical aspects are gaining grounds and conceptual and ideational views are being tried before adoption. The geralities are being tried and specified. The question of ultimate right or wrong and good or bad need further dialogue and sanguine decisions in the light of freedom of option. Can right be several and truth be many in a given situation, time and of particular event? Do people have correct and complete knowledge of right and true ? Do people not form opinions and act in the absence of complete and correct knowledge ? Do they not consider their Knowledge and correct despite of having partially correct? Are people free from irrational fears and to act on right and speak truth without any consideration of adverse consequences? Do people not weigh acts and effects? Why do people do wrong ? Do they do it voluntarily ? Do they do it by mistake ? DO they do it under pressure? Do they have

faith in wrong ? Do and can people feel and act, always, in a similar manner ? Many such questions need careful consideration. Both right and wrong exist and persist in social setting.

Changeability

Usually people go by their faith based on knowledge, experience and feelings at the moment and change their views and ways in case of new knowledge. Knowledge is never constant, absolute, universal and uniform. It is ever growing and is directly proportional to one's growth of life and so the experience. Hence, change has scope in the life of people from infancy to maturity by and large.

Change is a continuous and gradual process. Every now and then every body confronts a different situation depending upon the mobility, scope and intensity which impels to think and act in a different manner than usual. The process of change in values is not uniform. The rate of change is increasing. Earlier the change was slow. It has been observed by several knowledgeable persons that change, even in value system has been more frequent now than in previous days. It may be due to rapid developments taking place all around and their impact on human views and ways. Counter culture has taken place and its impact is growing. Gradual and continuous growth in multi-directions has led the rate of change from arithmetic progression to harmonic progression in the past few decades and is heading for geometric progression. The quantum of growth of the whole

of nineteenth century may be comparable with the growth of last ten years. This trend of rapid growth is throwing values into conflict and the resultant are the modified and changed values.

The value changes have many facts basically originating from personal values. The change takes place in a person from childhood to the beginning of adulthood, from one situation to another between the persons in one situation between the person in different situation, and so in institutions from time to time. In all such cases the resultants are evidenced in different hierarchies of values or the value systems. A few examples in differences of views either between the individuals (Class of people) or in an individual in different times would illustrate the views more clearly, such as the use of fireworks is a matter of joy to some people and a wasteful and harmful act to some other people. Because the production of flames with different intensities and in multicolours in several forms create a pleasant and artful scene while the foul smell pollutes the atmosphere and leads to harmful suffocation. Bullying is considered a matter of pride to a class of people while another class of people considers it uncivilized. Similarly, teasing is in fashion amongst few and undesirable amongst others, a selfless help to others is a matter of joy to some and an act of foolishness to others and so on. These differences in outlook may be due to several reasons. Also, these reasons are responsible for bringing changes in values. It has been observed by several knowledgeable persons that changes,

even in value systems have been more frequent now than in earlier days and so in different groups. It may be due to rapid changes taking place, almost in every aspect of human endeavour counter culture has taken place and its impact is growing.

Reasons for changes :

The change in values has been attributed to many forces for example, William (1967) to social condition, Mckinney (1967) to education, Murray (1938) to change in needs and motives, Rogers (1922) to change in environment, Bell to developing interests, making efforts social conditions, biological inheritance, communication media and social mobility, Thompson (1970) and Sheibe (1970) to rapid change in culture recently, Slater (1970) to counter culture and Willers (1973) to fragmentation of society. The impact of education, environment, experience, mobility, opportunity, objects, modes of operations has been remarkable in recent times and has brought considerable changes in views and ways of living civilization, customs and traditions, policies, ideologies, principles and cultures. It is inevitable under such forceful conditions and desirable, too, in many cases.

Usefulness of modifiability:

Change in values paves an easy course for proper adjustment. It shows open-mindedness indicates discriminant behaviour, takes to new useful methods and techniques and leads to progress in the fields of choice and opportunity. It enables to

move to higher groups by adopting the new efficient ways. Persons have made even wonderful progress in their lifetime from penny holders to matters of millions who quickly comprehended the situation, took practically possible decisions about the future course, applied modern scientific ways and enjoyed the fruits of their adaptability than those who continued to go along traditional ways in homes, farms, education and industry. Fields of science, technology, medicine, agriculture, education politics and so on are full of examples in India and in other countries. Superstition, conservatism and traditionalism are great problems for even survival with the racing peers in the society. Members of scheduled tribes in India are the living examples of the above statement whose living pattern resembles of antiques and are most backward in every respect. A barber of rural area following traditional ways and having no scope for modern ways is not comparable with an owner of beauty saloon in a cosmopolitan town making use of modern techniques. Similarly traditional washerman and cultivators are not comparable with their machine using counterparts. Adaptability needs change in values, keeps people properly adjusted and provides opportunities for making progress in this fast growing and competing society. Since values of people of different strata vary in nature and degree and to be a member of higher strata or to move with the people of higher strata is natural amongst human beings, hence change in values is a must for desirable behaviour for the attainment of goals,

satisfaction of needs and motives and for advancement. The many facet developments in different social systems have been possible, largely due to change in values. It shows that value change is a necessary aspect of human behaviour for making progress. If therefore, suggest to know the differential values of the people, to find out the need of desirable changes in the values of people and to adopt suitable measures in bringing desirable modifications. The solution lies in the assessment of values and applying practices in the advancement of people. The measurement is useful at the stage of stablization of values.

Stability

The change in values starts from the childhood and continues through several years. The change in value pattern takes place only after significant change in values which affect the hierarchy of values. Specifically, value change is concern of significant and comparatively more stable change in the person which does not continue throughout the life of any person. The change gradually slows down and become almost stable sometimes in later adolescence or early adulthood. This stage is commonly known as maturity and emerges after the attainment of sufficient knowledge about the self and the surroundings, observations and experiences. Mild changes may take place during adult life but they do not warrant to be considered as significant changes. Then, there is a limit to be amenable to change. Hardly, anyone can afford to go on changing values significantly and reap the

fruits of such changes throughout his life. This shows the stability of values or of value system in the individual or group or institution and they are characterized according to their modes of fairly stable behaviour, such as, knowledge seeker, money monger, materialist, artist, body-builder, hedonist, traditional, religious, social worker, democratic, progressive, open-minded and the like. Generation gap is well evidenced amongst individuals. Measurement of values is the great need at this stage.

(b) Personality :

For most people, personality is "what makes one individual different from another". The statements like "Mahatma Gandhi was great personality." "Our history teacher does not possess an impressive personality." And Shyam has no personality at all" are generally heard which speak volumes about individual differences which exist among people. Based on these descriptions, personality seems to refer to an 'attribute that people possess in varying amounts.' Yet personality is not something people possess in large or small quantities, nor is it a concrete thing that is easily observable such as white skin or black hair. Rather, it is what one is a sum total of all his traits and attributes which go to make him unique individual like any one else.

The word personality is derived from persona which originally meant "theatrical mask" worn by dramtis personae (actors) in a play to denote various characters in ancient Greece,

Latter, the term used by the Romans. Even though seemingly farfetched this idea was a coin of Gordon Allport's brain and later embodied in more modern personality theories by Carl Jung who considered that 'persona was at the outer edge of the self, a mask worn by the person in response to the demands of social civilization.' It was a role given to the individual by his culture - the part he was expected to play in life in other words, his public personality (image). The notion about personality as something fixed as well as dynamic, inherited as well as acquired, and concrete as well as abstract at the same time has always remained in a flux. For instance at one stage, personality was conceived of as "the pattern of behaviour in a certain way" at other it comprised simply "intelligence of mind." Allport said, "the term personality refers to both mind-in-particular and the mind-in-general. If we wish to study personality we must be ready to shift our attention rapidly from the particular to the general from the concrete person" might refer to observable dimensions of personality such as the physique and movements the "abstract person" underlines intellectual, mental, spiritual and social qualities (more abstractions) which are generally acquired and developed in order to know and understand a person it would be necessary to take a holistic view of his "being, acting, reacting and interacting" in a particular milieu.

Comparisons, though a natural phenomenon are unnecessary because each individual is a unique being and a model in

himself insisting upon three standard yardsticks of evaluating human personality. Kluckhohn and Murray opine. "Every man is in certain respect :

- (a) like other men (universal norms)
- (b) Like some other men (group norms)
- (c) Like no other men (idiosyncratic norms)

In what proportion do generality and particularity combine to create a new "unique" individual will continue to remain a mind boggling puzzle. In social context, to put the matter straight an individual (personality) is a sum total of

- (a) what actually he is.
- (b) what he considers himself to be.
- (c) what he is in the estimation of others.

Definition of personality :

Psychologists seem to have no common consensus as far as definition of personality is concerned. Therefore, personality has been defined in a variety of ways. Keeping the interaction of man's - biological inheritance with the environment as major consideration, Prince (1925) defined personality as "a sum total of all the biological innate dispositions, impulses, tendencies and instincts of the individual and dispositions and tendencies, acquired by experience. "John Locke referred to" a thinking intelligent being that has reason and reflection and can consider self as itself. "For Watson-the behaviourist-personality was simply the

"sum total of one's behaviour. "With Norman Cannon, personality is "the dynamic organization of interlocking behaviour systems that each of us possesses, as he grows from a biological newborn to a bio-social adult in an environment of other individuals and cultured products. "James (1870) found 'self' (he seldom used the word personality) "consisting of layers viewed from within. In sequence they are the individual self (body, possessions, family, friends etc.) social self, spiritual self and pure ego. "Personality" observed Carl Pearson. "Is the effect upon others of a living being's appearance and behaviour so far as they are interpreted as distinctive signs of that being." Eysenck looked at personality as "the more or less stable and enduring organization of person's character, temperament, intellect and physique which determine his unique adjustment to the environment." Allport (1961) believed "Personality is the dynamic organization within the individual of those physical systems that determine his unique adjustments to his environment."

Guilford (1967) believes that the individual personality, with all its uniqueness, surfaces from out of the individual differences that exist. For him, personality is "an individual's unique pattern of traits." Maddi (1968) finds wider perspective for personality which, he says "is a stable set of characteristics and tendencies that determine those commonalties and differences that have continuity in time and that may or may not be easily understood in terms of the social and biological pressure of

immediate situation alone." Dr. S. Radhakrishnan a doyen of oriental philosophy remarked, "Personality is the union of our acts and potentialities, a complex unity of body, mind and spirit. It is the symbol of human integrity of a constant and unique form created in the midst of incessant flux."

A more recent workable definition of personality comes from Walter Mischel (1986) a noted personality theorist. He says "Personality usually refers to the distinctive patterns of behaviour (including thoughts and emotions) that characterize each individual's adaptation to the situations of his or her life." It may also be defined as "a particular pattern of behaviour and thinking prevailing across time and situations that differentiate one individual from another." (Buskist & Gerbing, 1990). It is interesting that the early psychologists placed greater emphasis on the inherited characteristics (fixed and rigid raw material such as physique, temperament, intelligence etc.), the modern personologists consider "environmental interaction" as a more powerful determinant of personality than hereditary traits. This apart, the three-fold conception of man as body, mind and spirit implies an important truth that man is not a mere object, that his spiritual nature is not on the same level as his psychic and corporeal, that his soul and body can participate in a new order of spirit and existence. The dynamic self always inter-acting, adapting adjusting, assimilating and integrating is all that is important in the context of human personality because integration, assessment and

organization of certain traits, as Allport (1961) put it takes place only when the individual is in the thick of situations and interacts with the environment. Shaping of a personality is ultimately the result of an increasing struggle between the individual and the environment. Eysenck, therefore believes that "the unique individual is simply the point of interaction of a number of quantitative variables." While it is easier for the scientist to study commonality and arrive at trustworthy generalization, it is impossible to sit on judgment over individuality because no one for sure can say how various "qualitative variables" interact in each case. No objective yard-stick of science can accurately assess the "uniqueness".. Allport (1961) quotes Sherlock Holmes (the hero of detective stories) saying to his friend Watson. "While the individual man is an insoluble puzzle in the aggregate he becomes a mathematical certainty. You can never tell what any one man will do but you can say with percentages remain constant."

The key concepts of most definitions of personality may be summed up as under :-

1. Personality is a dynamic concept. It cannot be restricted to certain inherited traits, tendencies and attributes. The inner core of personality may refer to inherited qualities, characteristic and traits common to all (which exert a constitutes the differences which distinguish one individual from other (s).

2. Individuality is a keynote in the notion of personality.

Personality psychology, therefore is "study of individuals their distinctive characteristics and traits and the manner in which they integrate all aspects of their psychological functioning as they adapt to their environment."

3. The unique personality emerges out of a sustained interaction between the genetic potential and the environmental forces.

4. Various aspects of personality-body, mind, intelligence, spirit, culture, society are highly interactive and completely integrated.

With an essentialist's approach, Allport (1961) concludes Personality is what a person really is regardless of the way other people perceive his qualities or the methods by which we study him. Our perceptions and our methods may be in error, just as an astronomer may fall short in studying the constitution of a star. But the star is still there, a challenging object of study. My definition of course does not deny that a person is variable over time or that his behaviour may change from situation. It says simply that the person has an internal structure and range of characteristics (variables to be sure) but ascertainable and it is the structure that we hope to study.

Dimensions of personality.

Personality is an integrated whole with certain concrete

and some abstract dimensions. Each dimension has a specific purpose and a significant role to play in the totality of one's being. The maturational changes as a result of chronological growth and the environmental interaction which an individual has through out largely determine the extent to which his personality potential shall be developed. Various aspects of personality are not only inter dependent but also so meticulously integrated that what happens in one aspect has its relative effect on other compartments. However, for the sake of convenience and better understanding. Personality is compartmentalized into physique, mind and intellect emotionality and sociability.

Typological View - Point of Personality.

Typology-classifying people according to types on the basis of "shape, size and body-form" has been a practice since ancient times. Hippocrates (400-377 B.C.), the first typologist focused upon the four fluids or "humours" (black bile, yellow bile, blood and phlegm) and classified people according to the predominance of a humour and related characteristics. For example, persons with an excess of black bile were classified as melancholic (depressed and pessimistic); those with an excess of yellow bile were choleric (quick tempered and irritable) those with a predominance of blood were sanguine (cheerful, optimistic), those possessing too much of phlegm were called phlegmatic (slow impassive unresolved). Though the theory was discarded long ago some of its essential elements were retained by the

succeeding typologists. Hall (1979) recognized four types of bodies; abdominal, muscular, thoracic (long. slender) and nervous (cephalic). Rostan (1828) published a famous treatise describing three essentially different types of physical constitution ; type digestif, type musculaire and type cerebral, dominated by digestive, muscular and neural systems. Rostan also hinted at relationship between temperament and body type. Viola differentiated three distinct morphological types which he called microplanchnic (persons with small trunks and relatively long limbs) and macroplanchnic (large and heavy; bodies with relatively long limbs) and normoplanchnic (well proportioned medium muscular frames). These names are merely descriptive. Bean described three extreme variants viz. hypo-ontomorph (literally under - developed or unevolved) has a fat round body short extremities and a relatively enormous preponderance of visceral mass. The neuro-ontomorph has a strong, massive powerful physique with a relatively small forebrain (cerbrum) but a large cerebellum. The hyper ontomorph has a light, linear physique, extremely small visceral mass and relatively large cerebrum with a small cerebellum. Kretchmer whose body classification system found eminence in 1925, revived the Greek terminology and described three types. Pyknic (compact and round), asthentic (slender without strength) and athletic (robust and heavy musculature). Later he added Dysplastic (undifferentiated).

A German philosopher Spranger (1928) published a

treatise called *Types of Men* in which he classified human beings according to six basic interests and values. Theoretic or cognitive (philosophers, scientists, explorers, lovers of knowledge and truth), Aesthetic (lovers of beauty, arts), Economic (utilitarians, businessmen, merchants, industrialists), Political (statesmen, politicians, diplomats), Religious (saints, mystics, priests, spiritualists) and Social (preachers, social workers, reformers). This apart widely known personality classifications are the introvert and extrovert typology of Carl Jung and Sigmund Freud's oral and anal personalities. Later while explaining dimensions of personality (introversion extroversion, neuroticism and psychoticism). Eysenck remarked "Human being differ with respect to the speed with which excitations and inhibitions are produced and speed with which inhibition is dissipated. These differences are properties of the physical structures involved in making stimulus response connections."

Constitutional typology - the study of body-structure and personality became popular in 1940 with the efforts of Sheldon and his associates known as Somato-typing, Sheldon's system of body classification (based on external appearance and body shape) was perhaps the first ever scientific attempt involving empirical data. At the outset approximately four thousand photographs of nude young men were judged with regard to important physical variables. Sheldon recognized three components or characteristics for classification of physique. The terms used

were Endomorphy (spherical, round soft). Mesomorphy (cubical, rugged, muscular) and Ectomorphy (linear, fragile delicate). Sheldon rated each component (fat, muscle or bone) on a 7 point scale e.g. 7-1-1 (endomorph), 1-7-1 (mesomorph) and 1-1-7 (ectomorph). The early two-polar classification techniques were discrete where as the distribution of Sheldon's components is continuous and unimodal. With the 7 point scale of rating for each component and also by applying intermediary ratings such as 4.5-5.5-1 etc., observed sheldon, the entire world population could possibly be classified into 343 categories. Sheldon himself has described seventy six somato-types of which fifty are fairly common. Compound terminology is used to describe mixed somato types the dominant type being used as the second term so that an individual who is highly mesomorphic with a strong endo-morphic component, for instance, is identified as endo-mesomorph or in short endomeso. It is believed that sheldon's original purpose was to study the relationship of personality temperament and body measurement. He was seeking an answer to the question whether those who look alike behave alike. In this process, Sheldon rated the subject for temperament which involves emotionally toned aspect of personality, such as joviality, moodiness, tenseness and activity level. Hundred of terms describing temperament were selected and eventually reduced, through statistical procedures to three temperament types i.e. Viscerotonia, Somatotonia and Cerebrotonia. Endomorphy was correspondingly found related to Viscerotonia (love of comfort, slow reaction, relaxation, love of

eating, sociability, complacency, affectionateness etc); Mesomorphy has its relationship with Somatotonia (assertiveness, love of physical adventure, vigour, energeticness, need for exercise, love for dominance, risk-taking and chance, directness of manner, courage, general noisiness, need for action when in trouble etc.); Ectomorphy was related to cerebrotonia (restraint in posture and movement rapid reaction, over tension, anxiety, secretiveness, action-inhibition thought- introversion, need for loneliness etc.).

Inspite of powerful appeal, the constitutional typology became a subject to several objections. For instance the findings seemed to be contaminated because the ratings on the physique and temperament were made by the same researchers, who admitted research-bias. Secondly, temperament is only a limited aspect of personality, even if it does show some relationship to a physical characteristics. In fact, somato-typing is not a theory of personality in the real sense of the term. Predictions from consitutional typology seem little related to person's interests, attitudes and motivation.

Extraversion Introversion

Jung distinguishes two major attitudes or orientations of personality the attitude of extraversion and the attitude of introversion. The extraverted attitude orients the person toward the external, objective world; the introverted attitude orients the person toward the inner subjective world (1921).

These two opposing attitudes are both present in the personality but ordinarily one of them is dominant and conscious while the other is subordinate and unconscious. If the ego is predominantly extraverted in its relation to the world, the personal unconscious will be introverted.

The Functions

There are four fundamental psychological function: thinking, feeling, sensing and intuiting. Thinking is ideational and intellectual. By thinking humans try to comprehend the nature of the world and themselves. Feeling is the evaluation function; it is the value of things, whether positive or negative, with reference to the subject. The feeling function gives human their subjective experiences of pleasure and pain, of anger, fear, sorrow, joy and love. Sensing is the perceptual or reality function. It yields concrete facts or representations of the world. Intuition is perception by way of unconscious process and subliminal contents. The intuitive person goes beyond facts, feelings, and ideas in their search for the essence of reality.

The nature of the four functions may be clarified by the following example. Suppose that a person is standing on the rim of the Grand Canyon of the Colorado river. If the feeling function predominates, she will experience a sense of awe, grandeur, and breath-taking beauty. If she is controlled by the sensation function she will see the Canyon merely as it is or as a photograph might represent it. If the thinking function controls

her ego, she will try to understand the Canyon in terms of geological principles and theory. Finally, if the intuitive function prevails the spectator will tend to see the Grand Canyon as a mystery of nature possessing deep significance whose meaning is partially revealed or felt as a mystical experience.

That there are exactly four psychological functions, no more and no fewer, "I arrived" Jung writes, "on purely empirical grounds."

Thinking and feeling are called rational functions because they make use of reason judgment abstraction, and generalization. They enable humans to look for lawfulness in the universe. Sensation and intuition are considered to be irrational functions because they are based on the perception of the concrete, particular and accidental.

Although a person has all four functions they are not necessarily equally well developed. Usually one of the four functions is more highly differentiated than the other three and plays a predominant role in consciousness. This is called the superior function. One of the other three functions usually acts in an auxiliary capacity to the superior function. If the superior function is prevented from operating the auxiliary function automatically takes its place.

The least differentiated of the four functions is called the inferior function. It is repressed and unconscious. The inferior function expresses itself in dreams and fantasies. The inferior

function also has an auxiliary function associated with it.

If the four functions are placed equidistant from each other on the circumference of a circle, the centre of the circle represents the synthesis of the four fully differentiated functions. In such a synthesis there are no superior or inferior functions and no auxiliaries. They are all of equal strength in the personality. Such a synthesis can only occur when the self has become fully actualized. Since complete actualization of the self is impossible, the synthesis of the four functions represents an ideal goal toward which the personality strives.

Interactions Among the systems of Personality.

The various systems and the attitudes and functions that go to make up the total personality interact with each other in three different ways. One system may compensate another system, or two or more systems may unite to form a synthesis.

Compensation may be illustrated by the interaction of the contrasting attitudes of extraversion and introversion. If extraversion is the dominant or superior attitude of the conscious ego then the unconscious will compensate by developing the repressed attitude of introversion. This means that if the extraverted attitude is frustrated in some way the unconscious inferior attitude of introversion will seize hold of the personality and exert itself. A period of intense extraverted behaviour is ordinarily followed by a period of introverted behaviour. Dreams are also compensatory

so that the dreams of a predominantly extraverted person will have an introverted quality and conversely the dreams of an introvert will tend to be extraverted.

Compensation also occurs between functions. A person who stresses thinking and feeling in their conscious mind will be an intuitive sensation type unconsciously. Likewise the ego and the anima in a man and the ego and the animus in a woman bear a compensatory relationship to each other. The normal male ego is masculine while the anima is feminine and the normal female ego is feminine while the animus is masculine. In general, all of the contents of the conscious mind are compensated for by the contents of the unconscious mind. The Principle of compensation provides for a kind of equilibrium or balance between contrasting elements that prevents the psyche from becoming neurotically unbalanced.

Virtually all personality theorists of whatever creed or persuasion assume that the personality contains polar tendencies that may come into conflict with one another. Jung is no exception. He believes that a psychological theory of personality must be founded on the principle of opposition or conflict because the tensions created by conflicting elements are the very essence of life itself. Without tension there would be no energy and consequently no personality.

Opposition exists everywhere in the personality; between the ego and the shadow, between the ego and the

personal unconscious, between the persona and the anima or animus, between the persona and the personal unconscious between the collective unconscious and the ego and between the collective unconscious and the persona. Introversion opposes extraversion, thinking opposes feeling and sensation opposes intuition. The ego is like a shuttlecock that is batted back and forth between the outer demands of society and the inner demands of the collective unconscious. As a result of this struggle a persona or mask develops. The persona then finds itself under attack from other archetypes in the collective unconscious. The woman in man that is the anima, invades the males's masculine nature and the animus chips away at the femininity of woman. The contest between the rational and irrational forces of the psyche never ceases. Conflict is a ubiquitous fact of life.

Must personality always be a house divided against itself ? Jung believes not. Polar elements not only oppose one another they also attract or seek one another. The situation is analogous to a husband and wife who quarrel with each other yet are held together by the very differences that provoke the disagreements.

Theories of Personality.

Theory for some is like accepting the mystique of mathematical language simply in order not to appear unsophisticated. For the scientist and clinician however, theory provides a model for working with something diffuse and complex.

Psychoanalytic Theory.

We can think of psychoanalysis as developmental theory where importance is attached to an individual's life history. Development theories do not deny hereditary factors, but rather emphasize personal experience. Though many Freudian ideas are not accepted at this time as a therapeutic method the free association of thoughts, leading to self-knowledge and catharsis is still widely used. Psychoanalytic theory attempts to explain mental phenomena as the dynamic interaction between urging forces or instincts and the counterforces set up by the external environment.

Freud saw the primary force as sexual with the driving energy being what he called the libido, the instinctive pleasure-seeking drive underlying human behaviour. The term sexual, in this context, refers to any type of physically pleasurable activity. The Viennese neurologist arrived at his concept through his awareness of the frequency with which sexual problems seemed to be at the source of emotional trouble. As for personality, Freudian theory divides the personality structure into the id, the ego and the superego. As the storehouse of the libido, the id is a primitive unconscious, basically irrational and selfish impulse. The ego is the rational aspect of personality which regulates the activities of the id, helping one to maintain social approval and self-esteem. The "conscience" of the individual guarding the ideas of right and wrong which have been learned from childhood. Freud called the superego. Psychoanalytic theory deals with

personality development caught up in all its conflicts as we pass through the various stages from infancy to adulthood. As both theory and practice, psychoanalysis has undergone many changes highlighted by such famous names as Adler, Jung, Fromm and Horney. Adler put emphasis on the universal feelings of inferiority and Jung introduced the dimension of introversion-extroversion. Horney brought in emphasis on compliant aggressive and detached types of people. Fromm talked about social character with its many individual variations due to specific parental influences; it was Fromm who spoke of five types of personality with different orientations; receptive, exploitative, hoarding, marketing and productive (1963).

Learning Theory.

Again thinking in terms of growth and dealing with the proposition that personality relates to the principles of learning let us briefly describe learning theory as expounded by Dollard et al. (1939).

Learning theory studies the processes significant to human adjustment particularly the experiences of early childhood. These involve the things that motivate us, the effects of conflict, of punishment and of anxiety. Such theory stresses reward and punishment and the relationships between stimulus and response. Thus an understanding of stimulus conditions is important to an understanding of behaviour. The formation of personality is not rigidly determined by any particular sequence of situations or

events; it is not possible to give a step-by step plan of development. Through feeding, through toilet and cleanliness training and later through his reaction to social situations, the child learns that all does not go smoothly. How the critical problems of infancy and childhood are handled is important to the shaping of personality and most important are those behaviours related to fear and anxiety. We build habits of responding by learning to reduce or to control our drives. We learn to generalize our experiences, becoming shy, hypersensitive, cautious, or showing other general traits. We may even learn to adapt our behaviour to some role we have to play. The once-"liberal" college student may become "conservative" as an executive.

Learning theory evolved out of the experimental psychologist's laboratory using animals as well as people. In contrast psychoanalysis evolved from the disturbed patient, the couch and the consulting room and it was influenced by the analyses the Freudians gave to their own inner lives. Whereas learning theory employs learning principles to account for personality development, psychoanalysis lays stress on psychosexual development, delving into the emotional history of the individual.

Type Theories.

In contrast to such developmental theories of personality there are those that deal with "types" of people, with cognitive ways of seeing and thinking about the world and with the "traits" of people. Let us look first at type theory. It seems

natural to classify people as though they came out of some mold (Allport 1961).

From ancient views of personality have come theories of constitutional typology both stimulating and controversial, but for many modern-day psychologists oversimplified. Theorists range from those who say that physique alone determines personality to those who set up clusters of interrelated psychological traits, each assumed to represent the same underlying characteristic. Theories based on body type tend to stress general activity and emotional reactivity. Sheldon (1942) speaks of the "endomorph," who has a tendency toward roundness and softness as being fond of food, apprehensive, insecure and a conformist. The "mesomorph," in whom muscle and bone predominates, is characterized as the adventurous type who can withstand discomfort. The nonadventurous "ectomorph" is fragile in body build. Controversy about such classifications has stimulated other research and the formation of further theories. For example one study of 10,000 male college freshmen correlating body type and temperament showed virtually no relationship (Hood 1963). Oversimplification in typing people can lead to the dangerous tendency of putting a person into a stereotype which renders all Scots "tight" all Germans "rule-oriented," and all people who do not agree with us as "radical" or "conservative" as the case may be.

Cognitive Theory.

Cognitive theorists propose that the way one sees and

thinks about the world is related to what he does. Some behaviour characteristics such as authoritarianism or dogmatism can be viewed as a general attitude or ideology influencing personality. (Kelly 1955) has advanced the idea of "personal constructs," where anticipation of events is fundamental to life. Any man who is motivated to make cognitive or understanding sense of the world is a "scientist" of sorts. This allows one to anticipate even predict events. If a man's cognitive system meets certain standards of adequacy he functions well. If the cognitive processes are faulty, he encounters trouble. What we "believe" is important in understanding how we "behave."

Trait Theory.

Each of us, with his own unique structure and background of experiences, develops a set of typical ways of behaving some unique and some like those of other people. This subject can become involved when it comes to description. In the English language alone some 18.000 terms have been compiled that serve to distinguish people behaviourally (Allport 1966). One quarter of these terms covers such traits as aggressiveness, sociability and introversion. Another quarter deals with the more transient behaviours the temporary states or moods. Others among these descriptions relate to such evaluative judgments as "insignificant" or worthy." Further terms cover descriptions of physique and capacities.

According to trait personality can be described by its position on a number of scales each of which represents one trait. When we measure people according to trait scales we are measuring common traits, comparing one person with another. On the other hand we have traits unique to each of us; these personal dispositions give us individuality. We may be aggressive like a lot of other people but aggressive in our own way.

Although situations encountered frequently call forth typical responses, traits are usually elicited in social situations. The popular view of personality emphasized its social significance because it is related to the art of getting along with people, and psychology affirms this opinion. A personality trait also refers to consistent behaviour rather than to that which is temporary or occasional. Every normal person is aggressive in some situations and submissive in others. His manifestation of this personality trait, however, has a certain degree of constancy. In most situations he will carry out some habitual degree of this response.

Styles of Behaviour.

Currently some attention is being given to nonverbal behaviour to individual styles as they are called. One person may smile a great deal and another rarely. Some gesture with a nod of the head. Studies show that people who characteristically smile and use many arm, hand and finger movements are concerned with gaining approval and may tend to use such gestures more than others as part of their style of behaviour. And there are

even contitive styles where a person tends to overlook or "level" perceptual differences among objects; here the person sees things in terms of their sameness. In contrast, some people look at things in terms of their differences, a style called "sharpening." Hence, we can theorize that one's way of thinking and perceiving stems, in part, from properties of personality which distinguish one person from another.

Assessment of Personality

From the over-view of descriptive and explanatory approaches, it is clear that personality is a very complex phenomenon. It encompasses both subjective and objective elements, dimensions and subject matter. Certain aspects of personality are fixed, genetically determined and subject to no modification, other aspects are dynamic, environmentally determined and subject to alteration in relation to time and exigencies. Besides this psychologists are still not in complete agreement over what exactly constitutes personality. This is what makes assessment or measurement of personality a difficult task. While it might be easy to judge the overt actions and activities of an individual, it is almost impossible to delve deep into his behavioural dispositions and unconscious mental processes and accurately assess such psychological abstraction as repression, anxiety, introversion, dominance, self, self-actualisation etc. Yet psychologists have developed a variety of tools and techniques through which they can peep into the structure and dynamics of an individual's

personality and have a glimpse of it.

The most effective methods of personality-measurement employed by various psychologists are (1) Behavioural observation (2) Interviews, (3) Paper and Pencil questionnaires, and (4) Projective tests. It may be mentioned that behavioural observation and interview as tools of investigation are largely subjective and beset with unsurmountable difficulties in terms of judgment generalization, paper- and - pencil questionnaires are objective and can be used on individuals as well as groups. Most paper-and-pencil tests ask subjects to rate as true or false a collection of statements about their thoughts, feelings and behaviour. Some of these questionnaires are designed to measure a very limited range of traits or only a single personality characteristic such as anxiety, self-concept or introversion-extroversion. Others are designed to produce more global measures of personality.

Paper and Pencil Personality Questionnaires

Four widely used paper-and pencil personality questionnaires. MMPI, CPI. 16P.F.Q. And EPI- are briefly described below :

Minnesota Multi-phasic Personality Inventory :

Originally designed to help diagnose and classify persons with psychological disorders, the MMPI is today the best known and most widely used objective personality inventory (Hathaway & Kinley, 1942). It has undergone several transforma-

tions, alterations and modifications in terms of its contents processes and procedures of administration, response-evaluation and behavioural analysis. In its final version the MMPI contains 566 statements about behaviour thoughts or emotional reactions that subjects rate as "true" of themselves, "false" or "cannot say" (undecided about the truth of the statement). There are ten clinical scales designed to measure such conditions as depression, social introversion, schizophrenia, paranoia, and psychopathic personality. It also includes four validity scales designed to assess whether subjects have falsified or faked their answers.

Even though MMPI has become a popular diagnostic tool for normal people also, psychologists have found geographical bias in its construction. The original criterion-keyed test (MMPI) has also been questioned for its validity and reliability because the decision-process by which diagnoses of the sample cases were made has not been documented. The questionnaire has been criticized because some of its items particularly those dealing with sex and religion, intrude into the individual's privacy. The excessive length of the MMPI causes at least some subjects to get sloppy in their haste to get the process over with. Although the inventory seems to be a good device for differentiating disturbed and normal people but it lacks the capacity to differentiate reliably within each of these categories; it fails to assess individual differences.

California Psychological Inventory .

Authored by Gough (1957-1975) CPI is one of those personality questionnaires that have been standardized on normal population. In format, it resembles MMPI and is based on 5 "normal" personality traits; dominance, sociability, self acceptance, social presence, self-control, achievement via conformance, achievement via independence, responsibility, intellectual efficiency, flexibility, socialization, femininity, capacity for status, psychological mindedness and tolerance. This apart the CPI also includes three responsebias scales. The inventory was standardized on much larger group than MMPI and care was taken in controlling for factors such as social status, geographical locale and age. The CPI has been cited to have a test-retest reliability of .90 which is very high as compared to that of MMPI (Ross, 1987). In predicting school and job success, leadership, conformity and reactions to stress. CPI has proved to be highly valid instrument.

16 Personality Factor Questionnaire.

Like MMPI the 16 PFQ also received acclaim and popularity in the domain of personality. Raymond Cattell (1965) believed that (1) personality may only be understood when the individual is viewed in given situations; (2) personality traits exist in atleast two levels and (3) personality testing should not only be employed to obtain group data, but also using what he termed ap technique, the individual should be assessed repeatedly

over time in order to determine trends and patterns in behaviour, feeling and motives. Considering traits to be the building blocks of personality and using factor analyses technique, Cattell identified, 12 primary factors (the result of factorial technique) and 4 secondary factors (higher level qualities) and finally wove them into the 16 Personality Factor Questionnaire. The factors are not just unique to the test but instead rest within the context of general theory of personality. Each factor listed with its alphabetical designation (for example outgoingness A; intelligence, B; ego-strength, C; etc) and brief descriptions of low and high scores (for example, score 1-3 on factor B shows low intelligence and score 8-10 high intelligence on factor I, it shows tough mindedness and tender-mindedness respectively so forth and on)

According to the manual of the 16 PFQ the essential elements to be considered in evaluating are that (1) the test is embedded within the broader fabric or network of general psychological theory: (2) in its present form the test rests upon an empirical foundation of more than ten factor-analytic investigations across a pool of several thousand item; (3) the psychometric properties of the scales (e.g. reliabilities, validities etc.) have been explored and reported for a variety of samples and conditions and (4) research findings involving the test provide the test user with a rich base of criterion evidence in industrial, clinical, social and educational psychology. For analysis of personality the raw scores derived on each scale are converted into sten scores

(standard ten) and profiling done. For the purpose of comparison, norm tables are available for general adult population and various other chunks of population (men and women separately).

Eysenck Personality Inventory.

The EPI (latest version called Eysenck Personality Questionnaire) is a modified version of Maudsley Personality Inventory which "sets out to measure two major dimensions of personality, extroversion and neuroticism" (Eysenck, 1959, 1960). The inventory consists of two parallel forms, thus making possible retesting after experimental treatment without interference from memory factors. Apart from Extraversion and Neuroticism Scales, the EPI contains a Lie scale (in EPQ it is called social desirability scale or psychoticism) which may be used to eliminate subjects showing 'desirability response set.' Direct evidence is available of the validity of the EPI as a descriptive instrument of the behaviour manifestations of personality. For the analysis of data the procedure is very simple because raw scores are not at all converted into any standard scores. The raw scores themselves show the presence or absence of the major dimensions of personality. Norms for general and special chunks of population are available for comparative purposes.

Projective Tests.

While paper-and-pencil questionnaires have the limitation of having closed-ended response patterns, projective tests are

marked by open-ended wide latitude of responses in order to enable the psychologists to tap unconscious thoughts and feelings of the subjects. Because the projective tests do not have obviously correct and socially more or less desirable responses. it is assumed that subjects "project" their own thought or feelings into their responses. This technique derives its substance from the psychoanalytic theory which predicts that people will resort to hidden or inner processes to "project" structure onto ambiguous stimuli. The two most commonly used projective tests are the Rorschach Ink-blot Test and the Thematic Apperception Test (TAT)

The Rorschach Ink-Blot Test.

Constructed by a swiss psychiatrist Harmine Rorshach the test consists of 10 cards showing ink-blots which are presented to the subject one at a time in a prescribed sequence. The subject is asked to examine each of the blots and say what it looks like or brings to mind. Scoring of the responses is highly complex, involving extensive training in one of the several systems by which the responses are coded, scored and interpreted. However all the various systems agree that the major scoring categories for each response include its location (where the subject focuses attention), its determinants (colour, implied movement, shading, particular form etc.) and its content (human, non-human, animal or object). The response of the subject can be interpreted in a variety of ways. The interpretations are subjective in nature. Even the highly experienced psychologists using this

test do not agree with one another as to how responses be interpreted.

Fingers have been raised on the validity of the Rorschach Ink-blot Test as a diagnostic tool. Most clinical psychologists use this test in conjunction with some other tests and interpret the response in the context of information collected from other sources. As a result it is very difficult to assess the capacity of this instrument by itself to provide valid personality assessments and accurate predictions of behaviour. Despite claims and counter-claims on its effectiveness as a personality assessment tool the test has continued to remain in use copiously.

The Thematic Apperception Test.

Developed by Henry Murray the TAT aims to measure the need for achievement and other human motives. Later on it was refined (Mc Clelland 1953) to be an effective psychological instrument. It asks the subjects to make up stories about a series of ambiguous pictures, the idea being that people will project into the stories their own motives, interests and values. Precisely the TAT consists of 30 cards that depict various scenes and one blank card. While recognizable all the pictures are vague and ambiguous. In the standard administration of the test the tester selects 20 cards on the basis of the sex and age of the subject who is then shown the cards one at a time and asked to describe what is going on in each scene, what the characters are thinking and feeling, what led upto the portrayed situation and what its

outcome will be.

Disclosing the underlying assumptions in developing the T.A.T., Murray (1938) remarked, "The test is based on the well-recognized fact that when a person interprets an ambiguous social situation, he is apt to expose his own personality as much as the phenomenon to which he is attending". Even though formal systems for scoring and interpreting TAT responses are available most clinical psychologists prefer to rely on their own impassionate and subjective assessments. Undoubtedly there are limitations in the total procedure of the TAT, the test seems to have shown sufficiently high validity when used as a research tool under controlled conditions.

Summing up the issue, it would not be inappropriate to say that although a wide range of methods is used to assess personality, none is without limitations. Most psychologists agree that there is scope for refinement in techniques to understand distinctive needs, values and patterns of behaviour that characterize individuals adaptations to the situations of their lives. Life situations are extremely dynamic, so is human interaction with the environment, making personality a difficult proposition to understand and assess in its totality.

c) Mental Health

A.V. Shah (1982) has expressed that mental health is" the most essential and inseparable component of health....an integrated

component of public health and social welfare programs.....".

The emphasis is on prevention of disease as well as maintenance and promotion of health in the community (Michael. 1982). The preventive aspects of mental health problems when viewed from the primary, secondary and tertiary levels bring to focus major contemporary trends. Over the years, several shifts in emphasis can be observed: (a) a shift from "man and environment" to "man in the environment", not only for understanding man's behavior in health and illness but also with reference to the development of the personality of the child in the community (b) a shift from the medical model to the recognition of social factors in predisposing, precipitating and perpetuating disturbed behavior; (c) a shift from the role of intraindividual or intrapsychic factors to interpersonal or psychosocial factors of the family or community; and (d) a shift from the curative treatment oriented hospital or clinic-centered approach to that of prevention, maintenance and promotion oriented family and community approaches.

Thus the second revolution in public health with its impact on the preventive and promotive aspects of mental health and the third revolution in psychiatry recognizing the socio-cultural factors in mental health problems have led to certain researches which attempt to examine: (a) individuals with potential mental health

risks; (b) early detection of people with mental health problems; (c) the role of psychosocial factors associated with mental health problems that facilitate or obstruct successful treatment, maintenance of improvement and rehabilitation; (d) factors associated with relapses; and (e) factors that prevent deterioration in the clinical status of chronic patients with efforts towards rehabilitation.

These research findings are being utilized for making provisions for guidance, counseling, and treatment facilities at the individual, family and community levels and are directed towards the three aspects of prevention in the area of mental health. In these efforts, greater emphasis is placed on the psychosocial and socio-cultural factors. The sociological and sociopathological views provide ample support to the contribution of psychosocial and interpersonal variables with regard to the mental health of individuals. Further, rapid social changes occurring in societies seem to have driven man to face competition in his day-to-day life irrespective of whether his abilities or his social conditions permit it or not. Another important aspect is that in the modern world, as a result of greater use of technological and mechanized ways and the political machinery, man has become a stranger not only in relation to others but also in relation to himself. This has

contributed to the failure of the individual to live up to the expectation of relevant others as well as to live up to one's own potentialities. This in turn has led to feeling of helplessness, powerlessness, meaninglessness, anxiety, and insecurity. This being the rule rather than the exception in the contemporary world, many individuals are considered to be potential mental health risks. Some of these people have sought counseling and guidance while others have turned to yogic and other alternate methods to seek relief for their problems. From the socio-pathological perspective, over the past few decades many mental health maladies like crime, mental disorders, family disorganization, juvenile delinquency, alcoholism and drug abuse and much that now passes as the result of pathological processes (e.g., gastric ulcer) (Frank, 1950) have been considered as indicative of sick societies implying thereby the inadequacies or failure of social controls or social norms in given societies. Thus the importance of the role of social factors in many mental health problems becomes clear.

Definition of Mental Health

Available literature from other countries indicate that efforts to define and study mental illness are biased in favor of pathology. Efforts have also been made to define/describe the

criteria or characteristics of a normal personality (Coville, Costello & Rouke, 1960; Maslow & Mittelmann, 1951), positive mental health (Johoda, 1958), normality dealing with theoretical and clinical concepts of mental health (Offer & Sabshin, 1974), and healthy personality from the humanistic viewpoint (Jourard & Landsman, 1980). Grinker, Grinker, and Timberlake (1962) have suggested the possibilities of a variety of "mental healths" Without questioning the accuracy of the various definitions of mental health, in keeping with the WHO definition, there seem to be an agreement among mental health professionals that seems to be an agreement among mental health professionals that mental health is not the mere absence of mental illness, However, there seems to be no consensus on the definition of positive mental health.

Scant Indian literature on the definition or criteria of mental health has been published. Even the epidemiological studies concerning psychiatric morbidity in India only provide operational definitions for identifying index cases but make no efforts to define what mental health really is, Accordingly, these studies have reported the prevalence rate of mental illness in their samples but have not mentioned the mental health status of the remaining subject. Thus in India also no appreciable efforts have been made to define mental health apart from a few passing

references like. "The concept of ideal social functioning is the social equivalent of 'Positive mental health' (Carstairs & R.L. Kapur, 1976) and In the larger context, mental health is the other name of quality of life....." (Wig, 1979). Mental health professionals however agree that positive mental health is not the mere absence of mental illness but something different (Nagaraja, 1983).

In view of the existing situation, the efforts of scientists and researchers need to be directed towards making efforts not only to operationally define mental health but also to develop tools to examine mental health.

Considering the need of the community, mental health professionals (A.V. Shah, 1982) believe that the existing number of trained professionals and the available mental health facilities in the country are far from adequate. Hence, mental health planners are advocating innovative means for expanding and extending an appropriate delivery system for mental health care. Thus it becomes imperative to examine the views, beliefs, attitudes, sensitivity or awareness of the community about mental health problems, lest the mental health facilities provided by the planners remain unused and defeat their very purpose. Some of the researches dealing with the community's views, attitudes and awareness

regarding mental health problems and the facilities available need to be considered.

Mental Health Awareness in the Community

The early identification of potential mental health risks, restoration of mental health, maintenance of improved mental health, prevention of possible relapses and deterioration in chronic mental patients depend to a large extent on the utilization of available psychiatric facilities in the community. This in turn depends on the beliefs, opinions and attitudes of the community in general and relatives, of mental patients in particular regarding mental health problems.

Studies on Relatives of those with Mental Health problems

There are two studies in this area which are of direct relevance to mental health professionals in the delivery of services.

Pandey, Srinivas and Muralidhar (1980) have examined 99 and 90 informants of psychiatric patients (patients being psychotic and uncooperative) attending an outpatient department and a walk-in clinic respectively to study the role of beliefs in the acceptance of drug treatment. The causes of mental illness were elicited in terms of "spontaneous", "opted" and "accepted" response categories. Free drugs were given to all the cases and the

informants were asked to bring the patients for follow up once a week.

The results indicated that there were 8 categories of causes of mental illness (a) sins/wrong deeds of previous life; (b) sins/wrong deeds of present life; (c) faulty diet; (d) changes in physical state of the body (heat, cold, dryness, etc); (e) displeasure/curse of ghosts, spirits, dieties, gods, etc; (f) physical cause (somatic including infection); (g) social and psychological factors; and (h) magic and sorcery. Of these, the three most common responses were physical causes, sins/wrong deeds in the previous and present life.

Concerining treatment acceptance in terms of follow up attendance, the results were very interesting in that "good attenders were those who viewed mental illness as result of physical causes while "poor" attenders more often believed that sins/wrong deeds in present and previous life, displeasure or curse of gods/deities, and social and psychological factors had led to their relatives" mental illness.

These results need to be viewed with caution as the "poor" attenders were not contacted either through mail or home visit to find out the reasons that prevented them from keeping the follow up appointments.

Using a questionnaire designed for this purpose, Boral, Bagchi and Nandi (1980) studied a matched group of 240 relatives of psychiatric patients and 120 relatives of nonpsychiatric patients (termed as non-relatives) attending the outpatient department of a Medical College Hospital in Calcutta, to elicit their opinions regarding (a) causes of mental illness; (b) efficacy of certain treatment modalities; and (c) social acceptance of a patient or an ex-mental patient.

The results indicated that a higher percentage of relatives as compared to nonrelatives considered (a) heredity as the cause of mental illness; (b) ECT, drugs, effects of Ojha (magic healing) and marriage as favourable modes of treatment; and (c) the efficacy of psychotherapy to be uncertain. Regarding social acceptance, relatives were not in favor of marrying an ex-mental patient or a patient while nonrelatives were not sure about it. Both relatives and nonrelatives did not differ significantly with regard to (a) psychosocial factors being causes of mental illness; (b) the efficacy of Ayurvedic and Homeopathic modes of treatment; (c) the acceptance of an ex-mental patient or a patient for a job; and (d) the treatment of excited and nonexcited patients as inpatients and outpatients respectively.

Although this study has highlighted the views of relatives and nonrelatives regarding different modes of treatment as well as certain aspects of social acceptance, a more clear picture of the awareness as well as the preferred modes of treatment would have emerged if the relatives and nonrelatives had indicated their preference of treatment for their patients in the rank order.

Studies on Community or General Public

A study was undertaken which describes the development of a questionnaire to study the community's attitudes towards mental illness.

After developing the Attitudes towards Mental illness Questionnaire in English to assess the nature of causes which respondents assign to mental illness and their social acceptance, Shanmugam (1979) examined 128 females and 79 males between 18-55 years of age. The responses of males and females have been analyzed separately with regard to several socio-demographic variables and the five areas included. The reported findings were: (a) marital status and college education have an influence on the attitude towards mental illness in relation to biological, sociological and superstitious causes; (b) social acceptance of mental illness is affected by marital status and nativity among males, and socio-

economic status and occupation among females; and (c) attitude towards preventive measures appeared to be influenced by nativity in women.

A few studies have taken sample from the educated urban population. The findings of these studies have indicated not only the need for educating but caution to be exercised in choosing the modes of educating the community by way of dissemination of relevant information concerning mental health and mental illness.

Naidu, Sathyavathi, and M.P. Rao (1977) and Rudra, Dhammi, and Satyavathi (1977) have examined the changes, if any, in the attitude towards mental hospital and mental patients in a group of 17 nurses attending 1-month long orientation course in psychiatric nursing. The subject had not seen a mental hospital till the time of the study. They were administered Nunnally's Information Questionnaire and Soleum's Questionnaire on the day they reported for the course and on the last day of the course. A comparison of the pre and post results on the two questionnaires indicated a shift from unfavorable to favorable views thereby indicating that exposure to the setup had helped in clearing the misconceptions they had.

In contrast to these findings, Dhir and Shirali's (1978)

study has indicated that the third year medical students who had theoretical background as well as a brief exposure to the psychiatric setup tended to be more authoritarian, socially restrictive and less benevolent in their attitude towards mental patients.

The findings of these studies in terms of exposure to the psychiatric setting are conflicting. The orientation course in psychiatric nursing had changed the unfavourable attitudes of the nurses where-as a brief exposure to the psychiatric setup had an adverse effect on the attitude of medical students. These difference should be viewed keeping in mind at least two factors, namely, the purpose or intent of the students in their being exposed to a psychiatric setup, and the difference in the methods used to assess the attitudes towards mental patients.

There have been a few studies on rural population regarding their awareness of or attitude towards mental health problems. Using vignettes to study the attitudes towards mental disorders. Murthy (1977) has interviewed 100 respondents selecting one person from each household in the Manke Village of Haryana state. Considering the responses in terms of percentages in four broad categories-perception of the mental disorder, degree of seriousness, types of treatment, and prognosis- a comparison was

made between psychosis, neurosis and other categories. The findings have indicated that the more serious forms of mental disorders like psychoses were clearly recognized and were perceived to be in need of medical treatment. Most of the respondents were insensitive to the problems of alcohol addiction and behavior disorders of childhood. Further, about two thirds of the respondents were aware or had heard about the mental hospital which was located 300 Kilometers away while only one fourth were aware about the psychiatric facilities available at a general hospital which was located at a distance of 20 kilometers from their village.

Srinivasa and Trivedi (1982) used the stratified sampling technique to select 266 respondents, taking one person from each household from the three villages served by the Rural Health Centre, Pondicherry. Using a pretested, semistructured Tamil Interview Schedule, they studied their knowledge and attitude towards mental illness. The major findings revealed that all the respondents felt that it was possible to treat mental illness and nearly three fourths indicated that their first choice for treatment was the rural health center. Nearly 75% felt that in case further treatment was necessary, bigger hospitals at Pondicherry, Vellore or Madras could be contacted. Among the causes of mental

illness, "Mental worries" was the most common followed by "black magic", "God's curse", and "brain disorder". The most common symptom of mental illness was violent behaviour followed by mood changes, disturbances in sleep, change in food habits, and change in speech. Although the respondents used a common term "pythyam" to indicate madness, they were able to recognize that there could be milder or severe forms of mental illness. Finally, all the respondents accepted the fact that family's cooperation was necessary for the successful treatment of the mentally ill.

The findings of these two studies on rural population present two different pictures regarding various aspects of mental illness as viewed by the respondents. One has to keep in mind the entirely different methods employed in the two studies which seem to be responsible for these differences in findings.

In an attempt to introduce community mental health services as part of primary health care in India. Sudan and the Philippines, Wig, Murthy, and Harding (1981) carried out a study in Raipur Rani Village in the state of Haryana in India. The objectives of the study were to examine the perception of mental disorders; reactions to them; sources of help sought to alleviate mental illness with special reference to the role of traditional medicines

and healers. The study group comprised 50 key informants who lived in the village and had contact with the village community. They were married men with an average age of 51 years and working in health care, agriculture or industry. Data was collected using a structured questionnaire which included 7 vignettes describing mental retardation epilepsy, acute psychosis, mania, depressive psychosis, process schizophrenia, and depressive neurosis. For comparative purpose, similar information was elicited from certain physically handicapped individuals. The results indicated that each key informant could name on an average 2.7 mentally ill individuals in their village and they had better knowledge of mentally ill individuals than the physically handicapped. It was observed that the source of help preferred for mental disorders was more in terms of modern health services than traditional medicine or traditional healers. Further, attitudinal rating on a 3-point scale were obtained for each vignette with regard to gravity, prognosis, marriage proposals, living at home and ability to work or study. It has been observed that acute psychosis, mania and process schizophrenia were considered and serious but the respondents believed that the last two categories of patients could live at home. The prognosis of depressive psychosis as well as depressive neurosis was seen as bad but

with less social consequences with regard to marriage, work and living at home.

A review of studies on awareness and attitudes towards mental illness does not permit any consensus regarding the community's attitude. A major obstacle is the disparate efforts in this area. The groups studied have varied from large heterogeneous groups to small homogeneous groups. The size of the sample has varied from 17 subjects to 500 subjects. In some of the studies, socio-demographic details of the study groups have not been mentioned. Most of the researchers have utilized questionnaires or interview schedules designed specifically for their studies, or western tools or Indian adaptations of western tools. There has been an attempt to construct a new tool as well. Data analysis and statistical procedures used in these studies vary from simple percentages to analysis of variance. Though most of the studies focus on attitudes towards mental illness, causes of mental illness, help seeking sources and social acceptance, yet it is difficult to arrive at a commonality in the findings. At times the findings appear to be contradictory in nature which may be due to methodological errors in the sampling procedure, sample size and the choice of tools.

Well designed studies on attitudes and awareness regarding

mental health problems or mental illness are urgently required as they throw light on the ignorance and prejudices of the community regarding pertinent aspects which need to be dealt with by way of mental health education. Keeping in view the practical utility of such research findings to the day-to-day clinical work with those facing mental health problems and for helping mental health planners, it is desirable to have multicentered studies with the understanding of using a common culturally valid tool on certain relevant and definable populations.

Counseling and Guidance

In mental health area as a part of public health, counseling and guidance have a major role in the prevention of mental health problems and promotion as well as maintenance of mental health. Studies on awareness of mental health problems among the family and community on the one hand and their help seeking efforts at the mental health or psychiatric setup indicate the felt need of the community to receive professional help for problems which may range from mild to severe degree. This paves the way for professional counseling and guidance services.

On the positive side, there have been a few initial efforts at research in counseling and guidance in the educational area. Further, there have been a few reports of studies which have

extended counseling facilities to surgical patients during the preoperative phases. Thus, one observes that in India also, mental health as a part of public health is making inroads into the area of health psychology through the use of counseling and guidance procedures.

The disappointing aspect is the dearth of a substantial number of research studies. The theoretical articles available aim at stressing the role of counseling and guidance in educational, vocational including business and industry, health as well as family and parenting counseling.

d). Delinquency

Delinquency may be defined as a social offence by a young person, below the age of eighteen, for a number of times which if committed by an adult, would be considered and punished as a crime. This is the legal concept of delinquency. From the socio-cultural point of view, it is a pattern of adjustment that deviates from the code of conduct society is attempting to enforce. In other words, it amounts to violations of conduct norms. Psychologically considered, delinquency is not a distinct entity, but rather one of form of emotional disturbance. It is built out of conflict, and it is intended to serve as a way of meeting or covering up

a problem. Its motivation is generally unconscious.

A delinquent is essentially a maladjusted person who creates difficulties for others and who is himself blocked in his own wholesome growth. He rebels and aggresses against authority and tries to destroy, break down or change the environment. It must be noted that he is not a unique type of human being. His heart cherishes the same human desires and natural yearnings as fill the heart of a non-delinquent. He has the same abundance of humanity and eagerness to respond to decent treatment of others as any other human individual. But he puts on a sort of cloak, called the antisocial behaviour or delinquency, as a protest against social treatment metted out to him. He is hostile and rebellious against parents, teachers or social organisations. "Which fail him in the satisfaction of his fundamental human urges and needs. He as it were, rebels to protect his own integrity, and attacks the situation which threatens his security and the urge to exist and grow.

Once upon a time, it was thought that the delinquents were born, so that delinquency was innate or inherited. 'For example, it was assumed that the delinquents were born devoid of 'Moral Sense' which made them absolutely irretormable. But various studies made in Western Countries have shown that there is no

scientific basis for thinking that the delinquency is inherited. Another particularistic approach held that the delinquents were mental defectives. Lombroso, for example, held the delinquent had defective intelligence. This theory has been found untenable in the light of large-scale investigations made by Healy, Bronner and many others. They on the other hand have shown that all delinquents cannot be labelled as mental defectives and that there are many who possess superior mental ability. Most of the delinquents have been found to fall within the range of average or just below-average intelligence. That there is a direct relationship between defective intelligence and delinquency has been, thus denied by almost all the investigation conducted in various countries.

The evidence gathered so far goes to impress on us the truth that delinquency is a phenomenon of multiple causation. It is the result of various factors interacting on each other. These factors may be classified as biological, psychological, social-cultural, personal and others.

The biological causes lend a considerable significance to physiology in the study of delinquency. It is being recognised that biological factors, varying from one individual to another may themselves be primarily responsible for initiating of intensi-

fyng (as well as inhibiting or diminishing) affective states and the resultant delinquent conduct. The biological causes include the inborn mental defect or deficiency, endocrine imbalances, constitutional defects such as deafness, blindness causing delinquent subjective responses, organic psychoses and brain-injuries resulting in the loss of inhibition or control over behaviour.

Among the personal factors which have been found conducive to delinquency are temperamental instability, poor health, short or too big stature or some physical defects which may give rise to feelings of inferiority. These, in turn, may dispose one to more aggression, bravado or antisocial behaviour as a compensatory reaction for his inadequacies. "Premature puberty may provide a basis for sexual offences, as there is lack of harmony and mental disturbance due to the sudden and early arousal of sexual impulses.

The psychological conditions which appear to be significant as etiological factors are the neurotic reactions, the psychopathic behaviour patterns, the functional psychotic conditions and general emotional disturbances and frustration. The neurotic delinquent, is usually the product of "an atmosphere of over rigid parental restraint, of overprotection and over-restriction, frequently or perfectionism and inconsistency." In such an atmosphere, the

child's 'ego' or 'self' remains weak. It lacks the strength to subliminate his impulses into socially acceptable channels. It is chiefly governed by the pleasure principle' or the momentary pleasure-seeking impulses. the weakness of the 'ego' is accentuated by the weakness of the 'Super-ego'- as no identification with weak or over-rigid parents has taken place. Thus the delinquent finding no checking force outside and having none within himself (weak-ego) is driven to commit the offences.

The psychopathic delinquent is generally deficient in inhibition through the absence or an effective coherent super-ego". He is highly aggressive, cruel, defiant, egocentric, suspicious, unfriendly, vindictive and primitive. He may show an utter lack of capacity for sympathy or consideration for others. "He is an unwanted child, unloved, consistently rejected; his response is uninhibited hostility and overt aggression. In the absence of sympathetic relationship the psychopath fail to develop a conscience or a capacity for warmth". Various studies have shown that functional psychoses of various types may also lead the adolescent and the youth to a wide variety of delinquencies. Of these functional psychoses, schizophrenia is quite significant as an etiological factor. The schizophrenic adolescent or youth tends to be socially unadjusted, withdrawn and disorganised in his

intellectual, emotional and volitional functioning. He does poor work at school and is very deficient in his personal relationships. As he lacks emotional stability, or integration and has diminished self-control, he may commit a number of delinquencies. Similarly, the paranoid adolescent, with suspicious and ego-centred personality, may be led to aggressive offences.

The most important psychological factor is the emotional responses of the individual to experiences and situations in the home and at school which thwart his basic need in his personality. "Emotional insecurity feelings of inadequacy and inferiority, affectional under-nourishment, extreme submissive or aggressive responses to rigid domination-these are among the common denominators not only of personal maladjustment but behavioural disorder and delinquency as well. "For example, lack of affection and security easily lead to sexual delinquency, to theft, and incorrigible behaviour in children.

Among the environmental causes may be mentioned the poverty and unemployment at home, defective family relationships such as domination by one parent, ineffectuality of one parent, clashes between father and mother, favouritism provoking jealousy, parental over-solicitude or neglect and rejection of the child. The home may present conditions which generally

characterise a broken home such as death of parents, desertion. divorce, or conditions which typify a vicious home such as cruelty, drunkenness, immorality, exploitation and gambling indulged in by parents.

Recently, it is being increasingly felt that the size of the family has some bearing on delinquency, although research has shown no significant difference in the size of the households of the delinquents and non-delinquents. "But the offshoots of "uncontrolled, procreation in the words of Mrs. Kanta Khipple. resulting in economic strain on parents, unhygienic overcrowding in the apartments, confusion of a large family where individualities are drowned would obviously affect the mind of the child. Children are prone to develop behaviour problems in a home where the mother is always ailing because of the endless succession of pregnancies and fails to give motherly affection and care to those already born; or where the father comes jittery and with frayed nerves because of the economic impasse in which he finds himself on account of the too many mouths to be fed."

Bad neighbourhood or bad institutions which endanger morals, lack of wholesome leisure time activities and healthy recreation and unfavourable school conditions may be another set of causes specially outside the home.

Among the unfavourable school conditions may be particularly mentioned harsh, dictatorial, unsympathetic and impatient teachers who often indulge in slurring, taunting and cutting remarks and who thus reinforce the emotional damage done to the child at home, and rigid discipline which cares for the observance of rules rather than the reactions of children, inflexibility of curriculum, paucity of adequate co-curricular activities, collective teaching methods and pervasive atmosphere of severe competition- that deflates the ego-building capacities of children who are backward and slow.

The socio-cultural influences which form a part of the child's environment are marked by sudden shifts of social values, and host of irreconcilable and changing group expectancies. The family, the religion, the society and the states demand different types of behaviour patterns. There are inconsistencies in these demands. This confuses the child and makes an integrated adaptiveness rather difficult, Egoism, motives of personal aggrandisement and general repugnance to authority are encouraged in such a cultural set-up.

A point of view that is at once thought-provoking and refreshing, as far as etiology or delinquency is concerned, is presented by Professor Albert K. Cohen. He believes that delin-

quency is a persistent adolescent sub-culture that has become traditional in certain neighbourhoods of big cities, for example, in Mumbai, Calcutta and Varanasi. This sub-culture is encouraged by growing-up in a class-system. The working class male child lies in a society where everything is measured by middle class norms and standards. He has to suffer deprivations and frustrations of various types. His family has no status, the job which his parents hold enjoys no prestige, the school where he studies discriminates against him and reminds him of his lower position. Thus problems of adjustment are created, for the working class boy finds himself at the bottom of the status hierarchy when he moves in a middle class world of adults and children. But he must solve his problems. This solution, he finds by identifying himself with the delinquent sub-culture which legitimises and sanctions his aggression and hostility, his disdain of middle class norms and standards of behaviour.

Helping The Young Delinquent

1. Importance of Prevention.

Whatever the causes-biological, psychological or environmental- the fact remains that the problem of prevention of delinquency, although very difficult is one of paramount importance. The treatment of already established anti-social behaviour

is long tedious, expensive and not always successful because of the complexity of causes. Again, treatment alone will not materially decrease the incidence of delinquency. Hence, preventive measures are urgently needed. It is true that even the most scientific scheme for the prevention of juvenile crime will not succeed in altogether abolishing it, "but it will prevent it from spreading in the same way, as preventive medicine has succeeded in substantially, decreasing the frequency of large epidemics, though it cannot prevent the sporadic incidence of infectious diseases.

As delinquency is an acute social problem, its effective prevention is very much bound with large scale changes and transformation in our social and cultural conditions and requires the improvement of all the major social services directed towards child welfare.

Some preventive measures

In advanced countries of the West, where a lot of research leading to the establishment of sound facts of crime causation has been done, many concrete preventive measures have been suggested in accordance with the causes of delinquency, It is believed, for example, that a juvenile delinquency is due to the lack of religious influence, broken homes, poverty parental ne-

glect, cheap commercialised recreation, comics, mystery stories, radio and television thrillers, sex-stimulating movies, excessive mobility of population, illiteracy, malnutrition glandular imbalance, feeble-mindedness and others. Hence, myriad schemes for prevention have been proposed. These include the prohibition of intoxicating drinks and of joke-box machines, the control of movies and radio, the abolition of comics, prosecution of parents of delinquent boys and girls, legislation requiring the sterilisation of hopeless idiots and imbeciles and limiting immigration of the foreign-born.

In India, where not much research has been done on the causation of delinquency, suggesting concrete preventive measures may be a little presumptuous or risky. Yet, in view of the many researches made else where and in the light of an examination of our socio-cultural conditions as they emerge against a background of "rapid strides of industrialisation and urbanisation", we can venture a few preventive approaches.

3. Favourable Socio-Economic Conditions.

Most researches in the causation of delinquency have brought out the importance of the environmental factors in anti-social behaviour in all cases except those where there is an organic disturbance. Even the material brought to light by the

psycho-analytical investigation of individual cases has made clear in what intricate ways environmental factors can bring about disturbances in mental development resulting in anti-social behaviour. It is necessary that such external conditions as will allow the parents to bring up their children in a satisfactory way are created. This implies good economic and housing condition, a comprehensive health service and the abolition of regeneration on a broad scale. It must, however be noted that : "it is no economic poverty in isolation, but a Gestalt of factors existing among a minority of the poor that leads them into trouble, inadequacy in homes, education, moral training, associations and recreations.

One of the most important preventive measures is the improvement of the family life. The home-frontier must be guarded. It is clear that if there is to be any really effective reduction in the violation of law in the society, "it can come only through the medium of the family, since it is there that the attitudes and conduct are bred out of which anti-social lives develop." Young parents need to be prepared and educated the adequate motherhood and fatherhood. They need to be trained for dealing with children of various age-groups, and their problems. They have to realise that a well-adjusted home, where there is a solid bond of affection between the parents and children, where children's needs

are appreciated judiciously met, where discipline is consistent and firm-based not on force and coercion but on willing acceptances of authority arising from affection, regard and admiration for the parents, will produce well-adjusted, law-abiding citizens. Much of it can be achieved through courses in parenthood and programmes of ante-natal clinics, day nurseries and child guidance clinics. All those programmes and courses should lay emphasis on understanding of the needs of children in accordance with their development. In the words of Friedlander, the parental education "should give the mother some idea of the emotinal needs of the child, with special emphasis on the necessity, for an uninterrupted relationship between mother and child, the normality of the appearance of certain anti-social or perverse instinctive urges at the various age levels and the slowness with which such impulses tend to disappear". The family life seems to suffer if the mother has to go out and earn. But in the present-day economic set-up, some mothers will go out to earn. Hence, social conditions will have to be made such as to enable her to remain with her children as long as she can. The cares and responsibilities of the working mother will have to be lightened through social case work.

This indicates the significance of effective family case work

and family counselling as a means to improved family life through assisting individuals and family units. Psychiatric social workers will contribute greatly to the improvement of family life by working with mothers individually-mothers who have difficulties in accepting their roles, or who have difficulties in their child-caring attitude and care. Such mothers, if helped in time, Through psychiatric social work, will be able to lavish on their children unwavering affection that will foster the growth of a normal ego and super-ego in the child.

4. Adequate Schooling

The school comes next to home in having the most strategic positions in the community because of the close and continuous contact with the child. An attempt should be made to make the first grades of the school an extension of the home with the same atmosphere of informality and freedom which characterises a good home, so that the abrupt change of atmosphere may not upset the mental balance of the child and may not cause a feeling of insecurity damaging mental health. There is a need for sympathetic, patient and understanding teachers, flexible and broad-based curriculum and a large variety of co-curricular activities, suiting individual needs and interests, a cooperative atmosphere in the class-room, provision of facilities for educating the dull, the

defective and the gifted and an emotional climate of trust and good-will in which the personality of the child flourishes. An effective parent-teacher cooperation through parent-teachers associations, and a system of "visiting teachers" should help the school to perform its duties of character-building and educational guidance of children. All these conditions will help the school to stem the rising tide of juvenil delinquency.

Various studies on the role of the school in preventing delinquency impress on us the truth that the most important factor in the school is the teacher who is ready to act constructively in the classroom. Such a teacher, it is said, will provide children with a variety of experiences and will understand each child's capacities and help him to recognise and develop his abilities-social emotional, and artistic as well as intellectual and accept his irremediable limitations. The teacher will help each child to gain skills and knowledge without unnecessary failure and a feeling of 'inadequacy'. He will guide the group experiences, help each pupil to gain satisfaction and success in human relationships and in acting along socially constructive lines. Besides, he will provide opportunities to children for their norml emotional responses. Such a teacher does not get disturbed when an out-burst of delinquent behaviour occurs in the classroom; on

the other hand, he handles it with objectivity and understanding, trying to get into the delinquents' world and see things from their point of view.

The school, in order to perform its task in the prevention of delinquency or anti-social learnings in our boys and girls, should stress, besides the acquisition of knowledge, the importance and dignity of manual labour together with the development of proper attitudes towards the higher values of life. This brings out the importance of moral instruction which, of late, is engaging the attention of educational thinkers in India. The significance of clubs, scouting, camping, guiding and home-room activities, in as much as they exercise a beneficial influences on anti-social tendencies, cannot be denied. It is necessary to see that much stress on technical education, which is a recent trend in India. may not result in a sacrifice of the aims of broader liberal education. Above all, a healthy teacher pupil relationship which used to act as a great moral force at one time, should be strengthened if the proper development of the super-ego of the child is aimed at.

It is high time that schools are provided with clinical services of school psychologists and teacher-counsellors so that early signs of maladjustment could be detected and children who

show these symptoms, could be helped and saved from conflicts that will lead them to delinquent acts.

5. Recretional Facilities

It is a common observation that children of the poorer classes living in highly congested localities or in slums do not usually have opportunities for any healthy recreation. They are often found gambling in street corners visiting cheap picture-houses and looking for some kind of adventure on the streets. It is necessary that society or the State provides opportunities to such children for adventurous, yet socially harmless, physical activities in the form of games, etc., as diversion from the anti-social expression of instinctual desire. "There is a need for extensive provision of activities and locales in which more primitively organised boys can gain satisfactions, discharge their energies, and work off their tensions without running foul of legal restraint at every hand." Bal-bhavans, youth clubs, Balwadis, libraries and hobby classes and the like will provide such leisuretime activities. The wider use of school play-grounds and buildings for recreational civic and social purposes after school hours is one of the important preventive but positive programmes that can be developed in our society.

One precaution has to be taken in the use of these

agencies. It is necessary that parents know the purpose of these agencies and send their children willingly. It is also necessary to see that these agencies do not foster feelings of indifference in parents as far as their relationship with their children is concerned. This may happen if the stay in these recreation centres makes them feel as if they are absolved of the responsibility of taking interest in their children's games and recreational activities. To prevent this, parents of children attending such centres should be invited, off and on, to witness their children's games and play activities and, if possible, as it is being done in Russia to help in organising such activities for children of various age-groups. This is feasible and practicable if each residential locality has a definite play and recreational centre serving it.

In conclusion, we may point out the urgency of providing as preventive measures family and child welfare services for "transient families" and of rationalisation of the approach at the very first appearance of a young offender in the court. It is a fact that working class families form the majority of this transient population, and they usually live in shacks in any open space, or in slums, preferably in close proximity to their place of work. Their children, often neglected, may wander about in the streets and gradually get into delinquency, unless helped in time. Simi-

larly, the way in which the delinquent is handled in his first clash with the law of the community will often decide whether a criminal career shall result or not. An enlightened court can do much to prevent further delinquency by studying the problems of the individual child offender in a sympathetic and understanding manner.

6. Remedial Measures

Correctional treatment methods of remedial measures for helping the delinquent are of two types (a) the extra-mural and (b) the intramural treatment methods. The former include fines, corporal punishment and probation. They also include social case-work with the family, social group-work with the child and community organisation. Of the extra-mural treatment methods, fines and corporal punishments have fallen into deserved disrepute because these really punish the parent and not the child. In all extramural methods the child is treated at home.

The intra-mural treatment of the child takes place outside his home. It may necessitate the use of institutions such as approved schools, industrial schools, remand homes, foster homes, juvenile courts and that of psychological methods such as deep counselling, and psycho-therapy. Deep-counselling, psycho-therap, and psychiatric help will be very much indicated when his

conflicts are unconscious rather than conscious, through the same methods can be beneficially used even when the conflicts are at the conscious level. It is necessary that the organisation and atmosphere of approved schools, remand homes and foster-homes is such as build the child's ego and make up the damage done in the original home or school, by engendering feelings of security and belongingness. All good treatment has to aim at developing feelings of self-confidence and hope in the young delinquent.

(iii) Objective of the present study

Following are the objective of the present study-

1. To study the significant difference between the value patterns of non-delinquent and delinquent adolescents.
2. To study the significant difference between the value patterns of male and female adolescents.
3. To study the significant difference between the value patterns of good mental health and poor mental health adolescents.
 - 3.01 To study the significant difference between the value patterns of good mental health and poor mental health as realistic adolescents.
 - 3.02 To study the significant difference between the value patterns of good mental health and poor mental health as joyful living adolescents.

- 3.03 To study the significant difference between the value patterns of good mental health and poor mental health as autonomy adolescents.
- 3.04 To study the significant difference between the value patterns of good mental health and poor mental health as emotional stability adolescents.
- 3.05 To study the significant difference between the value patterns of good mental health and poor mental health as social maturity.
- 4. To study the significant difference between the value patterns of different personality related adolescents.
 - 4.01 To study the significant difference between the value patterns of high social desirability and low social desirability related adolescents.
 - 4.02 To study the significant difference between the value patterns of extraversion and introversion related adolescents.
 - 4.03 To study the significant difference between the value patterns of high psychoticism and low psychoticism related adolescents.
 - 4.04 To study the significant difference between the value patterns of high dogmatism and low dogmatism related

adolescents.

4.05 To study the significant difference between the value patterns of high ego-ideal and low ego-ideal related adolescents.

4.06 To study the significant difference between the value patterns of high alienation and low alienation related adolescents.

4.07 To study the significant difference between the value patterns of high emotional stability and low emotional stability related adolescents.

4.08 To study the significant difference between the value patterns of high self-confidence and low self-confidence related adolescents.

4.09 To study the significant difference between the value patterns of high empathy and low empathy related adolescents.

4.10 To study the significant difference between the value patterns of high dominance and low dominance related adolescents

5. To study the significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on different value patterns.

- 5.01 To study the significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on theoretical value.
- 5.02 To study the significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on political value.
- 5.03 To study the significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on religious value.
- 5.04 To study the significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on social value.
- 5.05 To study the significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on asthetic value.
- 5.06 To study the significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on economic value.
- 5.07 To study the significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on democratic value.
- 5.08 To study the significant effect of gender (male and

female) and types of adolescents (non-delinquents and delinquents) on hedonistic value.

5.09 To study the significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on power value.

5.10 To study the significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on health value.

6. To study the significant effect of gender (male and female) and mental health (Good, Average and Poor) on different value patterns.

6.01 To study the significant effect of gender (male and female) and mental health as realistic (good, average and poor) on different value patterns.

6.02 To study the significant effect of gender (male and female) and mental health as joyful living (good, average and poor) on different value patterns.

6.03 To study the significant effect of gender (male and female) and mental health as autonomy (good, average and poor) on different value patterns.

6.04 To study the significant effect of gender (male and female) and mental health as emotional stability (good,

average and poor) on different value patterns.

6.05 To study the significant effect of gender (male and female) and mental health as social maturity (good, average and poor) on different value patterns.

7. To study the significant effect of gender (male and female) and different personality factors (high, average and low) on different values.

7.01 To study the significant effect of gender (male and female) and personality as social desirability (high, average and low) on different values.

7.02 To study the significant effect of gender (male and female) and personality as extraversion (high, average and low) on different values.

7.03 To study the significant effect of gender (male and female) and personality as psychoticism (high, average and low) on different values.

7.04 To study the significant effect of gender (male and female) and personality as dogmatism (high, average and low) on different values.

7.05 To study the significant effect of gender (male and female) and personality as ego-ideal (high, average and low) on different values.

- 7.06 To study the significant effect of gender (male and female) and personality as alienation (high, average and low) on different values.
- 7.07 To study the significant effect of gender (male and female) and personality as emotinal instability (high, average and low) on different values.
- 7.08 To study the significant effect of gender (male and female) and personality as self-confidence (high, average and low) on different values.
- 7.09 To study the significant effect of gender (male and female) and personality as empathy (high, average and low) on different values.
- 7.10 To study the significant effect of gender (male and female) and personality as dominance (high, average and low) on different values.

(iv) Hypothesis

Following null hypothesis have been formulated-

1. There is no significant difference between the value patterns of non-delinquent and delinquent adolescents.
2. There is no significant difference between the value patterns of male and female adolescents.
3. There is no significant difference between the value patterns

of good mental health and poor mental health adolescents.

3.01 There is no significant difference between the value patterns of good mental health and poor mental health as realistic adolescents.

3.02 There is no significant difference between the value patterns of good mental health and poor mental health as joyful living adolescents.

3.03 There is no significant difference between the value patterns of good mental health and poor mental health as autonomy adolescents.

3.04 There is no significant difference between the value patterns of good mental health and poor mental health as emotional stability adolescents.

3.05 There is no significant difference between the value patterns of good mental health and poor mental health as social maturity.

4. There is no significant difference between the value patterns of different personality related adolescents.

4.01 There is no significant difference between the value patterns of high social desirability and low social desirability related adolescents.

4.02 There is no significant difference between the value

patterns of extraversion and introversion related adolescents.

4.03 There is no significant difference between the value patterns of high psychoticism and low psychoticism related adolescents.

4.04 There is no significant difference between the value patterns of high dogmatism and low dogmatism related adolescents.

4.05 There is no significant difference between the value patterns of high ego-ideal and low ego-ideal related adolescents.

4.06 There is no significant difference between the value patterns of high alienation and low alienation related adolescents.

4.07 There is no significant difference between the value patterns of high emotional stability and low emotional stability related adolescents.

4.08 There is no significant difference between the value patterns of high self-confidence and low self-confidence related adolescents.

4.09 There is no significant difference between the value patterns of high empathy and low empathy related

adolescents.

4.10 There is no significant difference between the value patterns of high dominance and low dominance related adolescents

5. There is no significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on different value patterns.

5.01 There is no significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on theoretical value.

5.02 There is no significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on political value.

5.03 There is no significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on religious value.

5.04 There is no significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on social value.

5.05 There is no significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on asthetic value.

- 5.06 There is no significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on economic value.
- 5.07 There is no significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on democratic value.
- 5.08 There is no significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on hedonistic value.
- 5.09 There is no significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on power value.
- 5.10 There is no significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on health value.
6. There is no significant effect of gender (male and female) and mental health (Good, Average and Poor) on different value patterns.
- 6.01 There is no significant effect of gender (male and female) and mental health as realistic (good, average and poor) on different value patterns.
- 6.02 There is no significant effect of gender (male and

female) and mental health as joyful living (good, average and poor) on different value patterns.

6.03 There is no significant effect of gender (male and female) and mental health as autonomy (good, average and poor) on different value patterns.

6.04 There is no significant effect of gender (male and female) and mental health as emotional stability (good, average and poor) on different value patterns.

6.05 There is no significant effect of gender (male and female) and mental health as social maturity (good, average and poor) on different value patterns.

7. There is no significant effect of gender (male and female) and different personality factors (high, average and low) on different values.

7.01 There is no significant effect of gender (male and female) and personality as social desirability (high, average and low) on different values.

7.02 There is no significant effect of gender (male and female) and personality as extraversion (high, average and low) on different values.

7.03 There is no significant effect of gender (male and female) and personality as psychoticism (high, average

and low) on different values.

7.04 There is no significant effect of gender (male and female) and personality as dogmatism (high, average and low) on different values.

7.05 There is no significant effect of gender (male and female) and personality as ego-ideal (high, average and low) on different values.

7.06 There is no significant effect of gender (male and female) and personality as alienation (high, average and low) on different values.

7.07 There is no significant effect of gender (male and female) and personality as emotinal instability (high, average and low) on different values.

7.08 There is no significant effect of gender (male and female) and personality as self-confidence (high, average and low) on different values.

7.09 There is no significant effect of gender (male and female) and personality as empathy (high, average and low) on different values.

7.10 There is no significant effect of gender (male and female) and personality as dominance (high, average and low) on different values.

V) *Importance of the Present Study*

The problem of delinquency-expressing itself in all kinds of anti-social attitudes or patterns of adjustment that deviate from the code of conduct. The society is attempting to enforce or in behaviour patterns that amount to violations of norms of conduct on the part of children has been on the increase during the last decades. Because of its adverse effect on society, it has become an acute social problem. In the beginning every problem is individual and affects individuals only. But when its effect is a considerable section of the population and threatens the value system cherished by the community as a whole. Delinquency is regarded as a form of social disorganisation. It is being increasingly realised by psychologists and socialogists in child welfare that social conditions that obtain in the process of increasing urbanisation in our country, have affected the family pattern to a great extent, resulting in an atmosphere that is congenial to the growth of this problem which is a form of social disorganisation. Thus the present research is very much important in itself.

Chapter-2

Review of Related Studies

REVIEW OF RELATED STUDIES

The existing researches that are directly and indirectly related to the present study are the following -

Sethi (1976) studied on 52 adolescent delinquents of Lucknow school and found that aggressive delinquents were significantly more often from poor social-economic strata. Psychometric findings indicated higher level of hostility responses as well as extrapunitive tendencies in the aggressive delinquents. There was no significant difference found in the intellectual level.

Ray, (1963) studied on 75 literate delinquents, 75 non-delinquents of Calcutta and found only one of the delinquents scored below the mean of the non-delinquents; only 4 percents of non-delinquents scored above the mean of the other group.

Rajamohan and Agrawal (1981) studied on 100 literate male delinquents (50 delinquents and 50 non-delinquents) of Madras and found the fact that significant difference between the group on the need "Endurance" but not in the "need aggression" and "Intracception" which are typically describe in the literature as distinguishing delinquents from non-delinquents indicated that with certain modifications on the EPPS items to suit Indian condition. Particularly the delinquent found were mostly in conformity with theoretical expectations which clearly indicate that the EPPS could

be sufficiently regarded as an effective tool for use in identifying or describing a delinquent population.

Kulshreshtha and Bhushan (1981) studied on 41 male children of Agra and Mathura and found poverty, lack of educational, parental neglect and low caste were high among delinquents. Main needs in order of prominence were Aggression, Achievements, Dominance, Affiliation and sex. Frequent use of age defence mechanisms, unintegrated and weak and underdeveloped superego was indicative of psychotic and neurotic tendencies in them.

Somasundaran and Ponnuduria (1980) studied on 100 institutionalised delinquents and 100 students of Madras local school and found the Jesness Inventory significantly differentiates between delinquent and non-delinquent boys. It measures many aspects of personality functioning and could therefore be an important tool in the study of juvenile delinquency in India. Statistically significant differences have emerged between delinquents and non-delinquent boys on the sub-scales of serial maladjustment, value orientation, alienation and a serial index.

In some cases, delinquency has been related to a history of physical and sexual abuse and to neurological and psychiatric problem (D.O. Lewis Et al., 1988)

In a 1987 study of 18,226 boys and girls under 18 in long-

term state operated corrective institutes, more than half reported that a family member had also been imprisoned at least once, and nearly 3 out of 4 had no grown up with both parents (U.S. Departments of Justice, 1988).

Much of the tension often considered a sign of such rebellian may arise our the conflict between adolescent's desire for instant gratification and parent's desire to socialize their role is socializers, their may become problems for society.

Vohra and Ahmad (1993) compared 30 Juvenile delinquents with 30 non-delinquents (aged 14-16 years) in terms of their Personality and Value patterns. The differences were not significant when the 2 groups were compared with respect to their total personality scores using a profile similarly coefficient. However, the groups, showed significant difference on 3 Personality factors, namely, Intelligences, superego strength, and self sentiment, and 4 value patterns, namely, theoretical, social, economic and religious.

David (1994) discussed the way in which indian beliefs and practices may lead to juvenile delinquency. Faith in god, astrology, and mythology influence Indian beliefs, religious practices, child rearing methods, sex prejudices' social and communal practices which though may be socially useful can also lead to delinquency.

Srivastava (1995) examined the preventive and promotive

potential of the family, as viewed in early criminology theory. Discussed various familial factors like broken home, faulty parental discipline and control, low economic status, and poor parental supervision, which are viewed as can tributing to delinquency and deviance. The study suggests that though the family plays a critical and crucial role in the promotion and prevention of deviance and delinquency, it is unfair to assume that the family alone determines how children will grow up. Other factors assure equal, if not greater importance.

Zokkariya and Ravindran (1996) investigated the needs, process and demographics of juvenile delinquents. A sample of 30 male juvenile delinquents and so demographically matched normal subjects completed the Indian adaptation of the TAT to study need press patterns and it interviewed to obtain information on family background. Analysis revealed no significant differences in the needs of delinquents and normal, except for a higher need for success among delinquents. Broken home, poor groups and alcoholic parents influenced the development of delinquent behaviour.

Coolidge and others (1994) studied the parents of 60 juvenile offenders completed a 200 items inventory designed to assess personalitiy disorders, anxiety, depression and neuropsychological dysfunction. First time offenders and recidivistic offenders were

compared to a matched group of normal adolescents. A multivariate analysis of variance revealed that both groups of offenders manifested significantly more psychopathology and more neurological dysfunction. There were no significant differences between the two groups of offenders. Diaz (1993) discussed the prevention of victimisation in India within the integrated process of development covering offence, victim and offender oriented strategies. Cooperation from the community, political will and systematic enforcement of crime prevention measures are more effective in controlling victimisation in the long run.

Bhattacharya (1995) discussed the systematically reorganised prison programmes of the current decade which aim to impact proper training to offenders for the development of their personality. The current approach suggests that a person does not commit crime of his own will and if unfavourable criminogenic factors are eliminated and proper training is given in any useful vocation, his personality will undergo a change and he will gain self-confidence that will facilitate his smooth rehabilitation in society. Haranath and Devi Prasad (1995) also discussed the sociodemographic characteristics of 82 inmates of a juvenile home in Andhra Pradesh and describes the type of maltreatment in their families, reasons for leaving home, peer group activities and

their perceptions of institutional programmes provided to them:

Singh and others (1998) compared the degree and extent of social, economic, moral and religious values among 200 criminals (100 females, 100 males) and 200 non-criminals. Results revealed that criminals were significantly different from non-criminals in all the values except economic value. The criminals as a whole, manifested lower levels of all values than their non-criminals counterparts. The male criminals exhibited lower levels of different values. Dhila and Yagnik (1998) assessed the level of ego and superego strength among 32 male juvenile delinquents in the age group of 11 to 15 years. A 2x2 factorial design was used with 2 levels of socio-economic status and 2 types of literacy (literate and illiterate). Results revealed that in the lower socio-economic status (SES) as well as middle SES groups, there were significant differences between literates and illiterates in both ego strength and super ego strength. However, there were no significant differences between the lower and middle socio-economic groups on both the factors.

Singh & Singh (1998) examined community psychology perspectives on prejudice, delinquency proneness and mental health problems among 240 higher secondary students. Identifies the effect of 3 causal variables (social ecology, social class and cultural

relatively), alongwith the previously mentioned behavioural consequences that may lead to social problems and threaten social peace and communal harmony and the personal well-being of individuals. The results suggested that community factors are critically important in determining and changing behaviour.

Jain and Bansal (1998) examined the gender differences in feeling of inferiority and insecurity among 80 juvenile delinquents (40 males and 40 females) in the age group of 12-18 years. Subjects were administered **Pati's Inferiority Questionnaire** and **Insecurity Questionnaire**. Findings showed that feelings of inferiority as well as insecurity were significantly higher among female delinquents than among male delinquents. **Chattopadhyya, and Gupta (1999)** reviewed literature on delinquency and found that delinquency as a legal construct overlaps with the psychiatric construct of conduct disorder, sharing the common characteristic of repeated antisocial behaviour. Biological, psychological, cultural and environmental factors are responsible for delinquency.

Tickoo and Jagdish (1997) studied the relationship between achievement motivation and mental health among 100 male students in a senior secondary school. Results revealed that a significant positive relationship between achievement motivation and mental health. **Singh (1997)** explored the relationship between family

structure and mental health status on 100 adolescents from joint and nuclear families matched on age, education and socio-economic status. The analysis of results indicated that subjects from different types of families differed significantly. The mean score of adolescents from nuclear families was higher on dimensions of alienation and non-conformity while adolescents from joint families scored higher on ego-centrism, expression and emotional display. The total mean score of adolescents from joint families was higher than that of adolescents from nuclear families thereby indicating the poorer mental health status of the former group.

Jagdish and Yadav (1999) studied the relationship between perceived home deprivation and mental health in a sample of 120 male high school students. Subjects were administered the Self-Expression Inventory (Verma and Upadhyaya, 1984) and the Mental Health Inventory (Jagdish and Srivastava, 1983). A significant negative correlation was observed between home deprivation and all the areas of mental health like positive self-evaluation, perception of reality, integration of personality, autonomy, group-oriented attitudes and environmental mastery as well as overall mental health. Mukhopadhyay and Kumar (1999) investigated the role of academic pressure and achievement motivation in the impairment of mental health of children. The sample consisted of 50 female students of

class VIII in the age group of 13-14 years. Results indicated that the group which was high on achievement motivation showed greater mental health impairment than the group low on achievement motivation . The high achievement motivation group had low academic pressure and obtained lower scores on hopelessness and suicidal ideation. It was pointed out that high achievement motivation interacting with academic pressures produced mental health impairment.

Ali & Jaswal (2000) examined the impact of the ongoing political unrest in Srinagar on mental health. Results indicated high mental health morbidity as a consequences of ongoing long-term political unrest and resulting trauma, especially among unskilled workers and home makers. Political unrest was perceived as affecting their day-to-day lives, education of children and their economic condition. Dwivedi (1998) examined the impact of value system on the personality characteristics of 50 undergraduate and postgraduate female students. Results revealed that different values were significantly associated with prominent personality characteristics. Yadav, Sharma and Sunita (2000) examined the progressive change in the value system accross three generations. Results indicated that all the three groups (adolescent, parent and grand parent) differed significantly from each other on religion and

power values. Hussain and Singh (2000) compared the social and political values of socially disadvantaged and advantaged groups. The socially disadvantaged group was significantly more social, friendly and less selfish than the advantaged group. The disadvantaged group scored higher on the measure to political value although the difference was not significant. There was a significant positive correlation between social disadvantage and social value.

Vashudeva and Thapar (2001) explored the generation gap in the value profiles by comparing children's value with those of their parents. Results revealed that a high concern for values such as family security, freedom, self-respect, ambitiousness, honesty, self-control and helpfulness among parents and their children. Gender stereotypes were evident but no generation gap was evident. Kalia and Sheoran (2004) studied the significant differences in the values of male and female scheduled caste and non-scheduled caste adolescents. Analysis of results suggests that male scheduled caste adolescents are more theoretical and religious, while female non-scheduled caste adolescents are more theoretical.

Bhumireddi and Banu (2001) studied the emerging phenomenon of juvenile delinquency from an ecological perspective. Common factors were found to be poverty, illiteracy of parents, lack of recreation facility, lack of discipline at home and

forced labour. Subjects had lower I.Q. scores than the normal population. Devi and Mayuri (2001) studied the personality profile of adolescent delinquents who were residing in observation homes. A sample of 46 adolescent delinquents (22 boys and 24 girls, age 13 to 18 years) was administered the multi-dimensional assessment of personality series. Information on the subjects' family background was collected. Results revealed lower mean scores than the standard mean score both for boys as well as girls on most of the personality dimensions. Boys and girls differed significantly on the dimensions of guilt proneness, sensitivity, social warmth and maturity. Parental education and occupation were significantly correlated with academic achievement, creativity, guilt proneness, leadership, maturity, mental health, self-control and sensitivity. Most of the personality dimensions were related to each other.

Gill and Sokhey (2001) studied the delinquency proneness behaviour of adolescents from broken and intact homes. A sample of 200 subjects, 100 from broken homes and 100 from intact homes aged 14-18 years, comprised the sample. Results revealed significant differences for the main effect of home at 0.01 level on all dimensions of delinquency proneness. The main effect of gender was also found to be significant at 0.01 level for social

maladjustment, value orientation, autism, alienation manifest aggression, withdrawal, repression and denial. A two way interaction indicated significant differences between males and females on social maladjustment, value orientation, immaturity, manifest aggression, withdrawal and repression. The results further revealed that as the number of years increased after divorce, there was significant decline of social maladjustment, repression, denial and a social index.

Reddy and others (2002) assessed the effects of child neglect on family drawings in the Kinetic Family Drawings Test. A sample of 250 neglected boys (age 8-12 years) currently inmates of juvenile homes drew pictures of their family members. As compared to normal controls, neglected children drew more irregularly with disoriented figures covering the entire sheet and were more reluctant to draw pictures of their family members. Maniyar (2002) reviewed the findings of various sociological as well as psychological studies on the influence of family environment on the development of juvenile delinquency. A number of familial factors have been identified that contribute to delinquent behaviour among children and adolescents. These factors include broken homes, family tension, parental rejection, faulty parental control, family economics and discordant parental relationships.

Chapter-3

Research Methods and Procedures

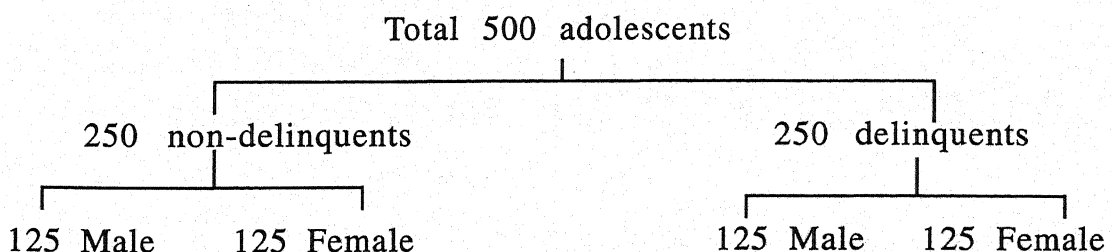
RESEARCH METHODS AND PROCEDURES

In the present chapter, the sample, the design, methods and procedures of the present study have been discussed with regard to the following heads-

- a) The sample
- b) Design and variables involved
- c) The tools used
- d) The collection of data
- e) The statistical technique used

a) The Sample

Present study is a scientific survey with the help of questionnaire. In the present study 250 non-delinquent (125 male and 125 female) and 250 delinquent adolescents (125 male and 125 female) of Bundelkhand area (of Uttar Pradesh) were selected. The study was confined to the population of adolescents in the age range of 14-16 years. The non-delinquents and delinquents subjects were selected through purposive sampling technique. A schematic break up of the sample is shown below-



b) Design and variables involved

The present study is concern with the effect of gender, personality factors, mental health on value pattern of non-delinquent and delinquent adolescents. An ex-post facto research design is suitable for the present study.

Thus there are two types of variables in the present study-

1. Independent Variables-

- Gender (male and female)
- Personality factors
- Mental Health
- Types of adolescents (non-deinquents & delinquents)

2. Dependent Variables

- Value Pattern

c) The Tools Used

The following tools were used for the data collection-

i) The Value Test

by Dr. Taresh Bhatia and Dr. S.C. Sharma

ii) Multi-variable Personality Inventory (MPI)

by Dr. Taresh Bhatia and Arunima Pathak

iii) Mental Health Scale (MHS)

by Dr. Taresh Bhatia and Dr. S.C. Sharma

A detailed description of the tools used in the present study has been given below-

i) The Value Test

Values are normative standards by which human being are influenced in their choice among the alternative courses of action which they perceive (Flink). Values are precipitate of behaviour. They are what is attractive to a person, the essence of what he seeks in an object, a person or even himself (Martin). The value operate as criteria for making judgements between alternative courses of action and they directly influence the quality of the person's behaviour and decisions. As a rule, the person adopts those values which help him to achieve the ends he desires and which are, at the same time, sanctioned by the group with which he is identified. His values are thus influenced by and are a reflection of his personality (Hurlock).

Each individual develops values which seem important to him and which guide his life. Thus a value is an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence (Rokeach 1973).

The Measurement of values :

E. Spranger's book 'Types of Men' (1928) divided into six types of men. These are theoretical (truth), Economic (usefulness), Aesthetic (harmony), Social (altruistic), Political and Religious. In 1931, G.W. Allport and P.E. Vernon constructed a scale for measurement of values as described by a Spranger. Allport, Vernon and Lindzey (1951) developed a revised standardized scale to measure the six values. Rokeach (1967) in his revised measure of values uses two lists of words or short phrases. List A contains eighteen terminal and List B eighteen instrumental values.

Development of Test :

The Value Test has been used for measuring the different values of an individual. The present test measures ten important values. To make a scientific selection of the values, 15 relevant and meaningful values were taken. These fifteen values were given to five experts in the field of Psychology for approval. The total number of values over which the experts were unanimous were ten and they were retained for the final form of the test. These values were-

a. Theoretical Value

The theoretical man is characterised by a dominant interest in

discovery of truth, empirical, critical, rational and takes a cognitive attitude. He is necessarily an intellectualist, frequently a scientist or philosopher.

b. Political Value

The political man is primarily interested in personal influence and renown. He betrays himself as all knowing man as machtmensch.

c. Religious Value

The religious values can be defined in terms of faith in God and attempt to understand him. Religious values play an important role in personal and social adjustments. Personally, they contribute to a feeling of stability and security by giving the individual a permanent anchorage point. Socially, if the person behaves in such a way as to show that he accepts the group's religious values. Whatever they may be, his social image will be enhanced and the group's judgement of him will be favorable (Hurlock.).

d. Social Value

The social value man is characterised by love of people, service to people, consisting mainly of altruism or philanthropic, sympathetic, kind and unselfish.

e. Aesthetic Value

The aesthetic value man is primarily interested in enjoying fine arts, music, dance, poetry, literature and decoration of the

home.

f. Economic Value

The dominant interest of economic value man is the consideration of money and material gain. This type of person is thoroughly practical and emphasizing the utility. Values relating to money change with experience, in the use of money and with realization of the role of money in personal and social adjustments (Hurlock).

g. Democratic Value

Democratic value is characterized by appreciation of social justice and equal social, religious rights to all persons. This type of person does not like partiality and discrimination on the bases of caste, religion, language etc.

h. Hedonistic Value

This value stands for the desirability of loving pleasure and avoiding pain. This type of person is emphasizing the present than the future.

i. Power Value

This value stands for the desirability of ruling over others and leading over others.

j. Health Value

A man with high health value feels that at all ages and among

members of both sexes, good physical health is a personality asset. Thus this type of person emphasized the importance of good physical health.

Item-Analysis

The test consists of a number of questions, based upon a variety of criterion situation to which four alternative answers are provided. The subject had to express his comparative preferences numerically by the side of each alternative answers. It was decided to write 40 items. These items were given to five experts for a rating. The items with 100% approval were retained and rest were dropped. Thus after the initial try-out the 30 items were left.

The test was administered to the subjects of the sample of 400 students (Male and Female) for the purpose of item-analysis. Item-analysis was done with the help of the method between two extreme upper and lower groups. Discriminative values were computed for item selection and applying 't' test for each item. All the items were then arranged in descending order of their 't' values. Out of 30 items, the first 20 items were selected for the final form of the test. Thus the test consists of 20 items.

Reliability

The coefficient of reliability was determined by the following

two methods-

- i) The test-retest reliability was determined by administering the test after four weeks.
- ii) The split-half reliability was ascertained by adopting odd-even procedure.

The following table-1 shows the coefficient reliability determined by the two methods-

Table

Values	Test-retest Method	Split-half Method
a. Theoretical	0.91	0.82
b. Political	0.88	0.89
c. Religious	0.92	0.85
d. Social	0.83	0.88
e. Aesthetic	0.85	0.90
f. Economic	0.90	0.85
g. Democratic	0.89	0.87
h. Hedonistic	0.88	0.91
i. Power	0.82	0.88
j. Health	0.87	0.84

Validity

The validity of the test was found out by correlating the scores of the present test with the external criterion as the scores of 'Personal Values Questionnaires' (PVQ) by Sherry and Verma, on 150 subjects, correlation was found 0.85.

Administration :

It is a self administrating test. There is no time limit for answering it. However most of groups should finish it in about 10 minutes. It should be emphasized that there is no right or wrong answers to the statements. They are constructed to have differences in individual's reaction to various situations.

Scoring :

The test scores should be recorded beside the corresponding bracket and the total for each value should be summed at the bottom of each page. The total of each value column should be noted down in the back page. These totals show the scores of the respondent. The ten values' total scores should be plotted as bar diagram on the back page of the test.

ii) *Multi-variable Personality Inventory*

Essentially personality consists of those permanent or semi-permanent modes of behaviour which characterise an individual and make him or her different from other people. These individual differences are called 'Traits' (Hans Eysenck).

The 'Multi-variable personality inventory' (MPI) has been used for measuring the different personality variables of an individual. The present inventory measures ten important variables of an individual.

To make a scientific selection of the variables of personality, 15 relevant and meaningful variables of personality were taken. These 15 variables were given to seven experts in the field of Psychology for approval. The total number of variables over which the experts were unanimous were ten and these were further given to a group of another 5 experts to examine the content and format of these variables. These experts were almost unanimous regarding these ten variables and thus they were retained for the final form of the inventory. These variables were;

a. *Social Desirability-*

The state or quality of being socially desirable.

b. *Extraversion-*

A person whose basic orientation is towards the external

world. Extraversion (and introversion, its dimensional opposite) can be investigated by a whole range of personality tests. Extraverts are out-going, sociable, rather impulsive and require constant stimulation from the environment.

c. Psychoticism

Tendency of suffering from several mental arrangements.

d. Dogmatism

Tendency of declaring opinion arrogantly. A somewhat unfashionable term related to the idea of closed-mindedness or the inability to form new cognitive systems of various kinds (perceptual, conceptual etc.).

e. Ego-ideal

Individual's ideal perception or experience himself. The ideal standard against which the Ego evaluates its activity and qualities.

f. Alienation -

The feeling that one's life has not meaning that the human and natural world around one is impersonal mechanistic and unsympathetic. Person's scoring high would be suspicious, oversensitive getting unusual sensations and sensory distortions.

g. Emotional Instability :

Unhappy, nervous, emotionally labile, fearful, anxious and

depressed. Person scoring high would be indicate that the individual has serious personality problems and would need psychological and psychiatric assistance.

h. Self-Confidence-

Belief in one's own abilities.

i. Empathy-

The ability to share and accept another person's feelings, while respecting their dignity and refraining from value and judgements.

j. Dominance-

Certain personlity as being dominant over others, having control or authority or influence.

Item selection

It was decided to write 15 to 20 items under each of the 10 variables. In this way an initial pool of 185 items were ready for the entire Inventory. These items were given to five experts for a rating. The items with 100 percent approval were retained and rest were dropped. Thus after the initial tryout, the 45 items were left. These items were further passed on to three. experts with a request to rate each items on a nine point scale (extremely undesirable to extremely desirable) in order to measure that social desirability tendency the items having value less than or equal to

5.00 (mean value) were rejected. Thus 20 items were dropped and 120 items were retained for further analysis.

The inventory was administered to the subjects of the sample of 300 students (Male and Female) for the purpose of item-analysis. The age range of the subjects was 15 to 22 years. subjects were asked to respond to item as 'Yes or No'. Items measuring of particular variable positively and responded as 'True or yes' given a score of one. The negatively worded items were given a score of zero for a true response and a score of one for false response. The higher the score, the higher was the subject on that variable. Item-analysis was done with the help of the method between two extreme upper and lower groups, as described by Anastasi (1968). Total 120 items were of good discriminative value. Thus 20 items were dropped. In the final inventory there are 100 'Yes-'No' Type items.

Reliability

The coefficient of reliability was determined by test-retest method. The test was administered twice with a time interval of 20 days to a sample of 150 subjects. The test-retest reliability co-efficient for each dimension of the scale was found out as follows

S.No.	Variables	Retest Reliability
1.	a. Social Desirability	0.88
2.	b. Extraversion	0.84
3.	c Psychoticism	0.79
4.	d. Dogmatism	0.81
5.	e Ego-Ideal	0.83
6.	f. Alienation	0.87
7.	g. Emotional Instability	0.84
8.	h. Self confidence	0.91
9.	i Empathy	0.94
10.	j. Dominance	0.89

The split-half reliability method was computed for estimating the internal consistency and equivalence, which was found 0.89. Thus both these reliabilities are significant which indicate that the scale is highly consistent and reliable.

Validity.

The empirical validity of the scale was found out be correlating the scale with some external criterion that is multivariable personality Inventory by B. C. Muthayya. Both the test were administered to sample of 100 subjects and correlation was found out between different variables which were common in both the tests, indicated positive and significant correlation. Also the total

score of the present inventory is high and significantly correlated with Muthayya's personality inventory total score ($r=0.77$).

Administration of the Inventory

It is a self administrating inventory. There is no time limit for answering it. However most of groups should finish it in about 20 minutes, though there will be a few individual who would take much longer time. It should be emphasized that there is no right or wrong answers to the statement. They are constructed to have differences in individual's reaction to various situations.

Scoring Key

Scoring Key of the present Inventory is given as follows; Give one score for the following responses, otherwise give zero score.

Variables	Yes Response (Items having yes)	No. Response (Items having no)
a. Social Desirability	1,11,21,31,41,51,61 71,81,91,	--
b. Extraversion	32, 42,52,62,82,	2,12, 22,72,92,
c. Psychoticism	3,13,23,33,43,53,63, 73,83,93	--
d. Dogmatism	4,14,24,34,44,54, 64, 74,84,94	--
e. Ego-Ideal	5,15,25,35,45,55, 65, 75, 85, 95	--
f. Alienation	6,16,26,36,46,56, 66, 76,86,96	--
g. Emotional Instability	7,17,36,47,57,67 77, 87,97	27
h. Self confidence	8,18,28,38, 48, 68 78, 88, 98	58
i. Empathy	9,19,29,39,49,69 79,89,99	59
j. Dominance	10,20,30,40,50 60,70,80	90,100

iii) Mental Health Scale

The present scale is developed by Dr. Taresh Bhatia and Dr. S.C. Sharma. The present scale has been developed to measure five important areas of an individual's mental health. These areas are realistic (REA), joyful living (JFL), autonomy (AUT), emotional stability (ES) and Social Maturity (SM). To make a scientific selection of the areas of mental health, 10 relevant and meaningful areas of mental health were taken. These 10 areas were given to five experts in the field of Psychology, for approval. The total number of area over which the experts were unanimous were five and they were retained for the final form of the Scale. These areas were:-

a) Realistic (REA):-

The ability to appraise themselves realistically and to take a realistic approach to situations, the ability to evaluate their achievements realistically.

b) Joyful Living (JFL):-

One of the outstanding characteristics of the person is joyful living. A happy person is a young, healthy, well-educated, well paid, extroverted, optimistic, worry free, religious, married person with high self-esteem, high job morale modest aspirations of either sex

and of a middle range of intelligence.

c. *Autonomy (AUT):*

Closely related to acceptance of responsibility is autonomy. One who trusts and depends on his own capacities to organize and interpret the data of his experience. He freely steers his own course (Barrett Lenard 1962). In decision making, he is able to make important decisions with a minimum of worry, conflict, advice-seeking and other types of running-away behaviour (Kent 1966)

d) *Emotional Stability (ES):*

Emotional stability indicates an individual, who is with full control over his emotional expression, emotionally mature, stable, possessing ego strength.

e) *Social Maturity (SM):*

The progressive improvement, through directed activity of the individual. In the comprehension of the social heritage and the formation of flexible conduct patterns of reasonable conformity with this heritage (Powers).

Item Analysis

It was decided to write 15 to 20 items under each of the five areas. In this way an initial pool of 85 items were ready for the

entire scale. The scale was administered to the subjects of the sample of 250 students (Male and Female) for the purpose of item-analysis. The age range of the subjects was 15 to 21 years. Employing 27% upper and 27% lower criterion groups item analysis was done. Discriminative values were computed for item-selection and applying 't' test for each item. All the statements were then arranged in descending order of their 't' values. Researcher selected the first 50 items with the largest 't' value for the final scale out of which each area has 10 items.

Reliability:

The co-efficient of reliability was determined by test-retest method. The test was administered twice with a time interval of 45 days to a sample of 200 subjects. The test-retest reliability coefficient for each area of the scale was found out as follows-

Areas	Test-Retest Reliability
a) Realistic	0.82
b) Joyful Living	0.78
c) Autonomy	0.85
d) Emotional Stability	0.79
e) Social Maturity	0.81
Total	0.79

Validity:

The validity of the scale was established with the help of content validity on the basis of internal consistency.

Administration:

It is a self administrating scale. There is no time limit for answering it. However most of the groups should finish it in about 15 minutes. It should be emphasized that there is no right or wrong answers to the statement.

Scoring Key:

It is a five point scale, the scoring of which has been objectified by assigning five to one scores respectively for five alternatives of the positive items, rated strongly agree to strongly disagree. For the negative items the scores assigned to each of alternatives have been reversed. They range from one to five for five alternatives

The following tables shows item distribution in the various areas-

Areas	Total Items	Positive Items	Negative Items
a) Realistics	10	1, 11, 16, 21,26, 31, 36, 41, 46	6
b) Joyful Living	10	2, 12, 17, 22, 27, 32, 37, 42, 47.	7
c) Autonomy	10	3, 8,13,18,23,28, 38,43	33, 48
d) Emotional Stability	10	9	4,14, 19, 24, 29 34, 39, 44, 49
e) Social Maturity	10	30, 35, 40, 45, 50	5, 10, 15, 20, 25

d) The collection of Data

The subjects of the present study were selected from the prescribed population. The Bal Sudhar Grah and Nari Niketan were approached one by one and the objectives of the present study were explained for delinquent male and female adolescents. All the institutions provided the facilities for collection of data. The selected adolescents (non-delinquent and delinquent) were administered three tests and requested to answer the questions sincerely and truthfully. They were assured that the responses

would be kept confidential.

e) The statistical technique used

The first purpose of the present study was to compare the value pattern of male and female, non-delinquent and delinquent, good mental health and poor mental health, high and low different personality factors. Mean and standard deviation of each group were calculated. The comparison between different groups were made on the basis of the critical ratio with 0.05 and 0.01 level of confidence considered significant. Hypothesis from No.1 to 4.10 were tested by applying critical ratio.

Another purpose of the present study was to find out the effect of gender (male and female), types of adolescents (non-delinquent and delinquent), mental health (good, average and poor) and different personality factors (high, average and low) on different values, for this analysis of variance was calculated.

Chapter-4

The Data Analysis and Discussion

THE DATA ANALYSIS AND DISCUSSION

This chapter presents the data, its analysis, interpretation and results. The results have been presented according to the following scheme-

- Part A** : Overall comparison of value patterns between non-delinquents and delinquents.
- Part B** : Overall comparison of value patterns between male and female adolescents.
- Part C** : Overall comparison of value patterns between good mental health and poor mental health.
- Part D** : Overall comparison of value patterns between high and low different personality factors.
- Part E** : The effect of gender (male and female) and types of adolescent (non-delinquents and delinquents) on different value patterns.
- Part F** : The effect of gender (male and female) and mental health (good, average and poor) on different value patterns.
- Part G** : The effect of gender (male and female) and different personality factors (high, average and low) on different values.

Part A

Overall comparison of value patterns between non-delinquent and delinquent adolescents.

In this section an attempt has been made to study and compare the different value patterns of non-delinquent and delinquent adolescents. For this purpose the value test was administered on 250 non-delinquent and 250 delinquent adolescents. The Table 4.01 shows the Mean, S.D. and Critical ratio of the different values of Non-delinquent and delinquent adolescents-

Table 4.01 : Showing the Mean, S.D. and Critical ratios of different values between non-delinquent and delinquent adolescents-

Different Values	Non-delinquents N=250		Delinquents N=250		Critical Ratio
	Mean	S.D.	Mean	S.D.	
a. Theoretical	22.61	3.88	19.02	2.90	11.58 < 0.1
b. Political	18.29	3.91	17.82	3.24	1.47 > 0.05
c. Religious	20.78	4.18	19.80	3.94	2.72 < 0.01
d. Social	22.47	4.10	18.43	3.76	11.54 < 0.01
e. Asthetic	18.36	3.65	18.52	3.10	0.53 > 0.05
f. Economic	17.01	3.62	23.03	4.06	17.70 < 0.01
g. Democratic	22.75	4.06	18.60	3.60	12.20 < 0.01
h. Hedonistic	19.30	3.50	22.82	3.94	10.67 < 0.01
i. Power	17.98	3.75	22.42	4.58	12.00 < 0.01
j. Health	20.09	3.63	19.14	2.78	3.27 < 0.01

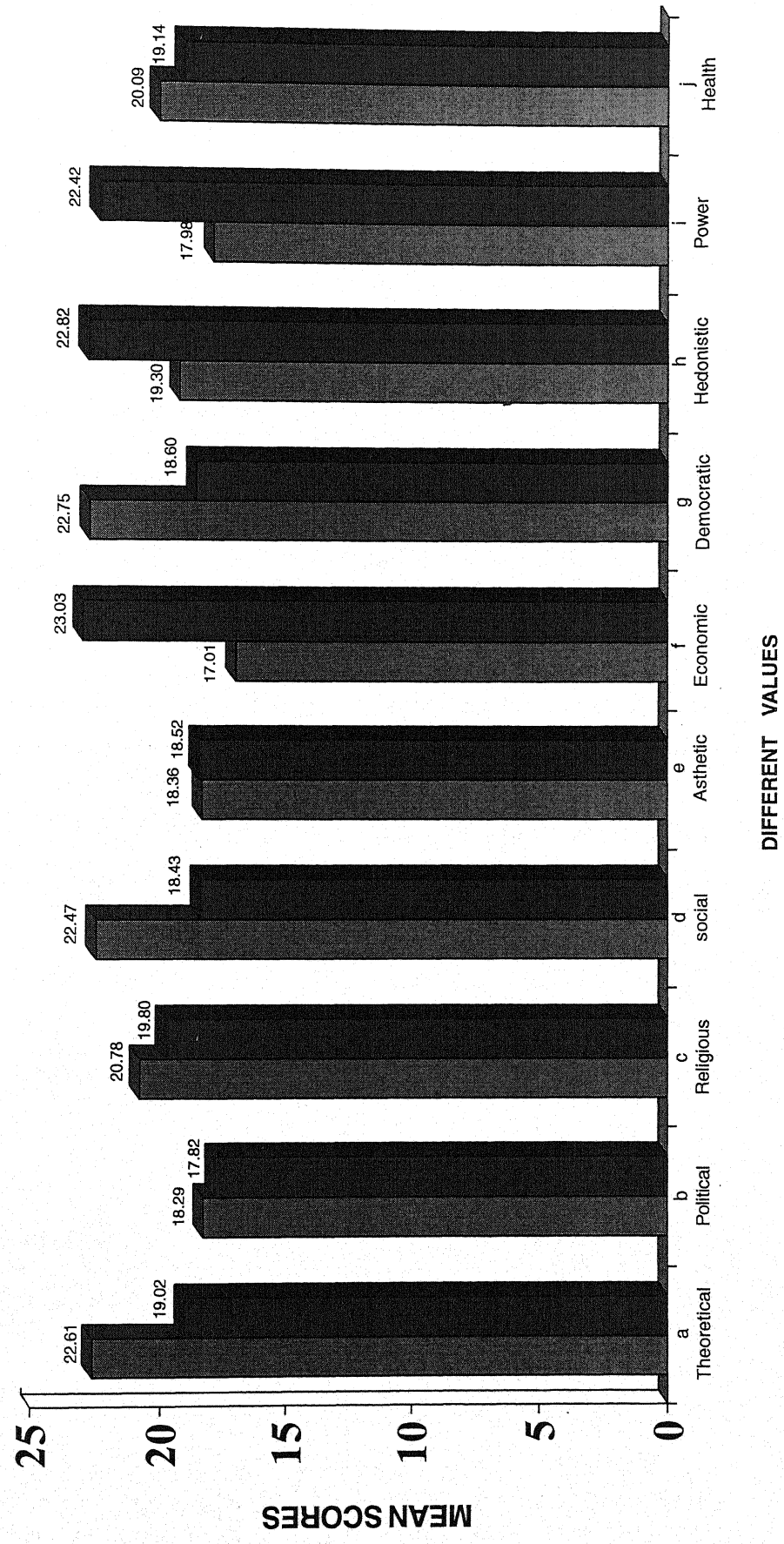
Significant level at 0.05 → 1.96
at 0.01 → 2.59

The Table 4.01 shows that non-delinquent adolescents have high values as theoretical (mean 22.61), political (mean 18.29), religious (mean 20.78), social (mean 22.47), democratic (mean 22.75) and health value (mean 20.09) than delinquent adolescents. The delinquent adolescents have also high values as asthetic (mean 18.52), economic (mean 23.03), hedonistic (mean 22.82) and power value (mean 22.42) than non-delinquent adolescents. The *Bar Diagram-1* is also showing the above results.

To study the significant difference between the different values of non-delinquent and delinquent adolescents, the critical ratios were calculated. The Critical ratio value required to be significant at 0.01 level is 2.59 and at 0.05 level 1.96 with the degree of freedom 498. It may be observed from Table 4.01 that there is significant difference of different values as theoretical value (Critical ratio found 11.58), religious value critical ratio found 2.72), social value (Critical ratio found 11.54), economic value (Critical ratio found 17.70), democratic value (Critical ratio found 12.20), hedonistic (Critical ratio found 10.67), power value (Critical ratio found 12.00) and health value (critical ratio found 3.27) between the non-delinquent and delinquent adolescents at 0.01 level. But there is no significant difference of values as political (Critical ratio found 1.47) and asthetic (Critical ratio

BAR DIAGRAM-1 SHOWING THE DIFFERENT VALUES OF NON-DELINQUENTS AND DELINQUENT ADOLESCENTS

■ *Non-delinquents*
■ *Delinquents*



found 0.53) between the non-delinquent and delinquent adolescents at 0.05 level.

Thus the null hypothesis (1) stating that "*There is no significant difference between the value patterns of non-delinquent and delinquent adolescent.*" is rejected. The non-delinquent adolescents have significantly high values as theoretical, religious, social, democratic and health than delinquent adolescents, while the delinquent adolescent have significantly high values as economic, hedonistic and power value than non-delinquent adolescents at 0.01 level.

Part B

Overall comparison of value patterns between male and female adolescents.

In this section an attempt has been made to study and compare the different value patterns of male and female adolescents. For this purpose the value test was administered on 250 male and 250 female adolescents. The Table 4.02 shows the Mean, S.D. and Critical ratio of the different values of male and female adolescents.

Table 4.02 Showing the Mean, S.D. and Critical ratios of different value between male and female adolescents-

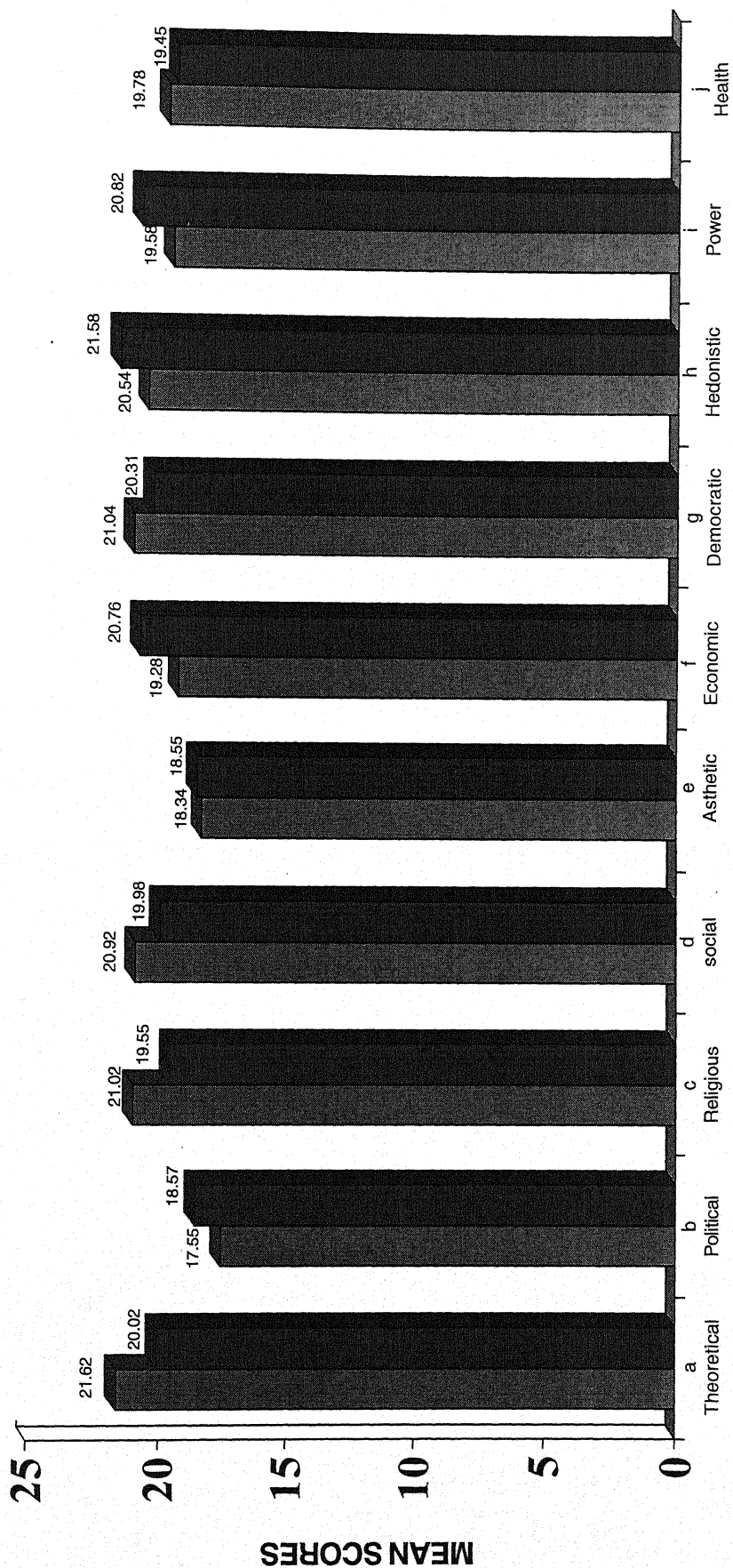
Different Values	Male N=250		Female N=250		Critical Ratio
	Mean	S.D.	Mean	S.D.	
a. Theoretical	21.62	4.06	20.02	3.49	4.70 <0.01
b. Political	17.55	3.60	18.57	3.52	3.19 <0.01
c. Religious	21.02	4.19	19.55	3.85	4.08 <0.01
d. Social	20.92	4.40	19.98	4.40	2.41 <0.05
e. Asthetic	18.34	3.33	18.55	3.44	0.70 >0.05
f. Economic	19.28	4.86	20.76	4.81	3.44 <0.01
g. Democratic	21.04	4.22	20.31	4.47	1.87 >0.05
h. Hedonistic	20.54	4.02	21.58	4.16	2.89 <0.01
i. Power	19.58	4.74	20.82	4.65	2.95 <0.01
j. Health	19.78	3.06	19.45	3.45	1.14 >0.05

Significant level at 0.05→1.96
at 0.01→2.59

The Table 4.02 shows that male adolescents have high value as theoretical (21.62), religious (21.02), social (20.92), democratic (21.04) and health (19.78) than female adolescents. The female adolescents have also high values as political (18.5), asthetic (18.55), economic (20.76), hedonistic (21.58) and power (20.82) than male adolescents. The *Bar Diagram-2* is also showing the above results.

BAR DIAGRAM-2 SHOWING THE DIFFERENT VALUES OF MALE AND FEMALE ADOLESCENTS

Male
Female



DIFFERENT VALUES

To study the significant difference between the different values of male and female adolescents, the critical ratios were calculated. The critical ratio value required to be significant at 0.01 level is 2.59 and at 0.05 level is 1.96 with the degree of freedom 498. It may be observed from table 4.02 that there is significant difference of different values as theoretical value (Critical ratio found 4.70), political value (Critical ratio found 3.19), religious value (Critical ratio found 4.08), economic value (Critical ratio found 3.44), hedonistic value (Critical ratio found 2.95) between the male and female adolescents at 0.01 level and social value (critical ratio found 2.41) between the male and female adolescents at 0.05 level. But there is no significant difference values as asthetic (Critical ratio found 1.87) and health value (Critical ratio found 1.14) between the male and female adolescents at 0.05 level.

Thus the null hypothesis (2) stating that "*There is no significant difference between the value patterns of male and female adolescents*" is rejected.

The male adolescents have significantly high values as theoretical, religious, than female adolescents, while the female adolescents have significantly high values as political, economic, hedonistic and power values than male adolescents at 0.01 level.

Part C

Overall comparison of value patterns between good mental health and poor mental health adolescents.

In this section an attempt has been made to study and compare the different value patterns of good mental health and poor mental health adolescents. For this purpose the value test and mental health scale were administered on 500 adolescents and found 88 good mental health and 73 poor mental health adolescents on the basis of Q_3 and Q_1 values. The Table 4.03 shows the Mean, SD and Critical ratio of different values of good mental health and poor mental health-

Table 4.03 : Showing the Mean, S.D. and Critical ratios of different values between good mental health and poor mental health adolescents-

Different Values	Good Mental Health N=88		Poor Mental Health N=73		Critical Ratio
	Mean	S.D.	Mean	S.D.	
a. Theoretical	22.29	3.97	20.09	4.15	3.44<0.01
b. Political	17.34	3.89	18.08	3.39	1.30>0.05
c. Religious	21.52	3.96	19.73	4.02	2.84<0.01
d. Social	22.36	4.21	19.14	3.74	5.11<0.01
e. Asthetic	17.78	3.83	18.75	3.16	1.76>0.05
f. Economic	17.67	4.44	21.22	4.78	4.86<0.01
g. Democratic	22.58	4.56	19.63	4.27	4.21<0.01
h. Hedonistic	19.41	3.92	22.52	3.83	5.10<0.01
i. Power	18.29	4.48	20.96	4.45	3.76<0.01
j. Health	20.03	3.67	19.56	2.76	0.92>0.05

Significant level at 0.05→1.97
at 0.01→2.60

The table 4.03 shows that good mental health adolescents have high values as theoretical (mean 22.29), religious (mean 21.52), social (mean 22.36) democratic (mean 22.58) and health (mean 20.03) than poor mental health adolescents. The poor mental health adolescents have also high values as political (mean 18.08), asthetic (mean 18.75), economic (mean 21.22),

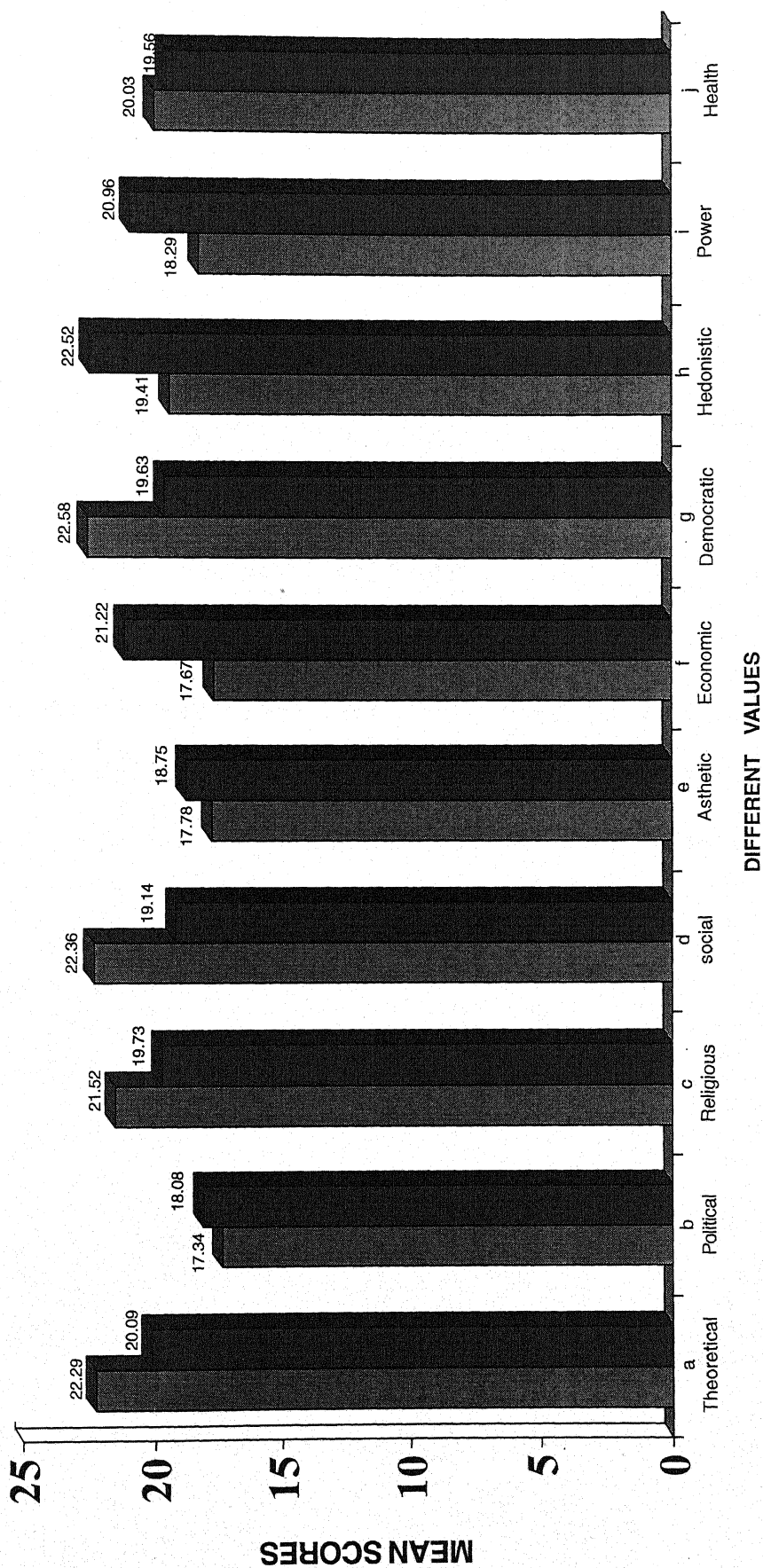
hedonistic (mean 22.52) and power (mean 20.96) than good mental health adolescents. The *Bar Diagram-3* is also showing the above results.

To study the significant difference between the different values of good mental health and poor mental health adolescents, the critical ratio were calculated. The critical ratio value required to be significant at 0.01 level is 2.60 and at 0.05 level is 1.97 with the degree of freedom 159. It may be observed from Table 4.03 that there is significant difference of different values as theoretical value (Critical ratio found 3.44), religious value (critical ratio found 2.84), social value (Critical ratio found 5.11), economic value (critical ratio found 4.86), democratic value (Critical ratio found 4.21), hedonistic value (critical ratio found 5.10) and power value (critical ratio found 3.76) between the good mental health and poor mental health adolescents at 0.01 level. But there is no significant difference of values as political value (critical ratio found 1.30), aesthetic value (critical ratio found 1.76) and health value (critical ratio found 0.92) between the good mental health and poor mental health adolescents at 0.05 level.

Thus the null hypothesis (3) stating that "*There is no significant difference between good mental health and poor men-*

BAR DIAGRAM-3 SHOWING THE DIFFERENT VALUE OF GOOD MENTAL HEALTH AND POOR MENTAL HEALTH ADOLESCENTS

Good Mental Health
 Poor Mental Health



tal health adolescents" is rejected. The good mental health adolescents have significantly high values as theoretical, religious, social and democratic than poor mental health adolescents, while the poor mental health adolescents have significantly high value as economic, hedonistic and power values than good mental health adolescents at 0.01 level.

3.01 To study the significant difference between the value patterns of good mental health and poor mental health as realistic adolescents.

In this section an attempt has been made to study and compare the different value patterns of good mental health as realistic and poor mental health realistic adolescents. For this purpose the value test and mental health scale were administered on 500 adolescents and found 109 good mental health and 137 poor mental health as realistic adolescents on the basis of Q_3 and Q_1 values. The Table 4.04 shows the Mean, SD and Critical ratio of different values of good mental health and poor mental health as realistic adolescents-

Table 4.04 : Showing the Mean, S.D. and Critical ratios of different values between good mental health and poor mental health as realistic adolescents-

Different Values	Good Mental Health as realistic N=109		Poor Mental Health as realistic N=73		Critical Ratio
	Mean	S.D.	Mean	S.D.	
a. Theoretical	21.45	3.63	19.69	3.11	4.00 < 0.01
b. Political	18.07	3.76	18.03	3.18	0.09 > 0.05
c. Religious	20.48	3.90	19.65	3.64	1.69 > 0.05
d. Social	21.62	4.22	18.93	4.04	5.07 < 0.01
e. Asthetic	18.82	4.15	18.44	2.96	0.81 > 0.05
f. Economic	18.31	4.12	22.06	4.58	6.70 < 0.01
g. Democratic	21.32	4.23	19.16	4.14	4.00 < 0.01
h. Hedonistic	19.76	3.30	22.73	4.07	6.32 < 0.01
i. Power	19.46	4.52	21.97	4.73	4.25 < 0.01
j. Health	20.55	3.28	19.08	2.96	3.67 < 0.01

Significant level at 0.05→1.97
at 0.01→2.60

The table 4.04 shows that good mental health as realistic adolescents have high values as theoretical (mean 21.45), political (mean 18.07), religious (20.48), social (mean 21.62) asthetic (mean 18.82), democratic (mean 21.32) and health (mean 20.55) than poor mental health as realistic adolescents.

The poor mental health as realistic adolescents have also

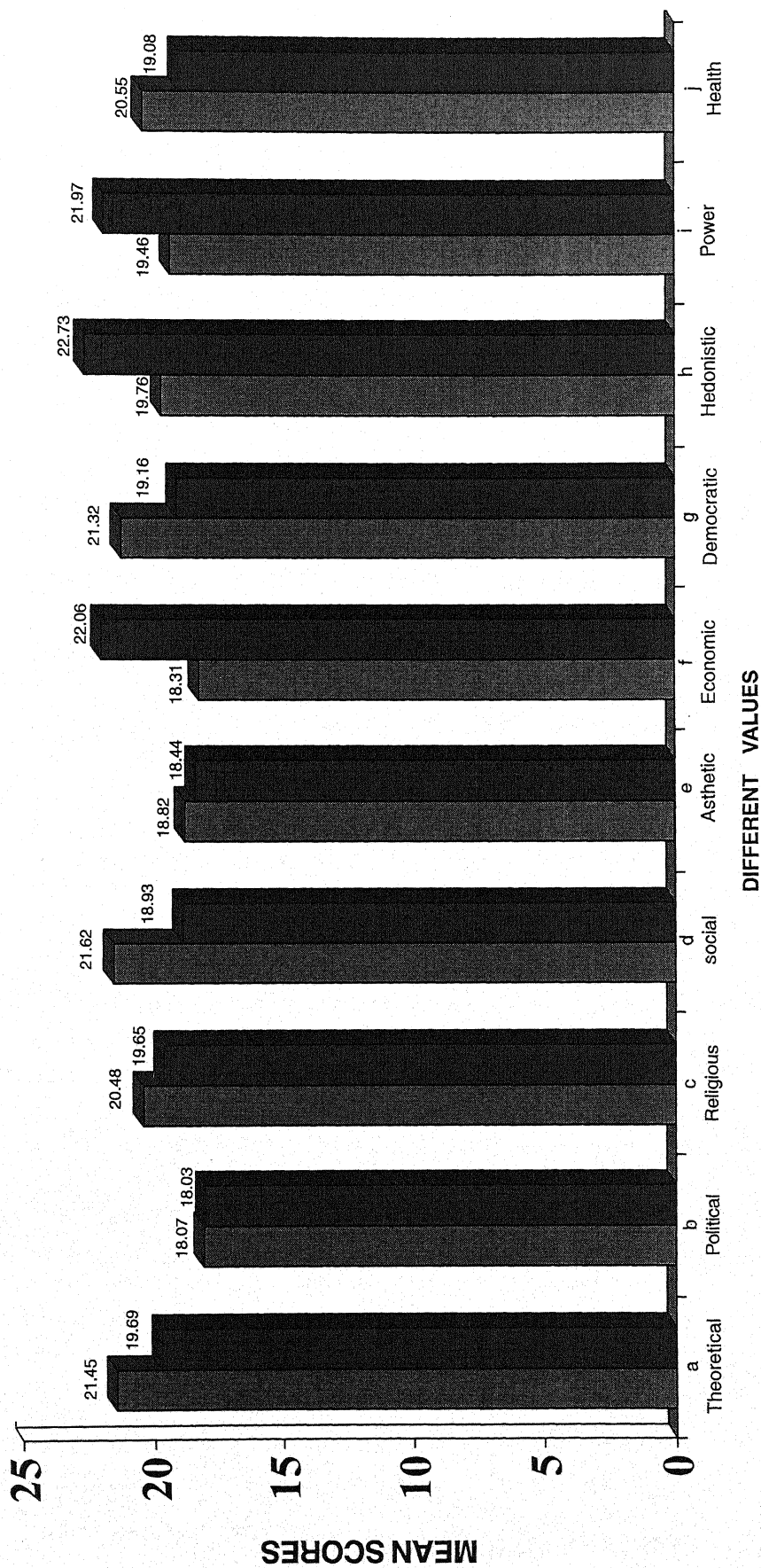
high values as economic (mean 22.06), hedonistic (mean 22.73) and power (mean 21.97) than good mental health as realistic adolescents. The *Bar Diagram-4* is also showing the above results.

To study the significant difference between the different values of good mental health and poor mental health as realistic adolescents, the critical ratio were calculated. The critical ratio value required to be significant at 0.01 level is 2.60 and at 0.05 level is 1.97 with the degree of freedom 244. It may be observed from Table 4.04 that there is significant difference of different values as theoretical value (Critical ratio found 4.00), social value (Critical ratio found 5.07), economic value (critical ratio found 6.70), democratic value (critical ratio found 6.32), power value (critical ratio found 4.25) and health value (critical ratio found 3.67) between the good mental health and poor mental health as realistic adolescents at 0.01 level. But there is no significant difference of values as political value (critical ratio found 0.09), religious value (critical ratio found 1.69) and asthetic value (critical ratio found 0.81) between the good mental health and poor mental health as realistic adolescents.

Thus the null hypothesis (3.01) stating that *"There is no significant difference between the value patterns of good mental*

BAR DIAGRAM-4 SHOWING THE DIFFERENT VALUES OF GOOD MENTAL HEALTH AND POOR MENTAL HEALTH AS REALISTIC ADOLESCENTS

■ Good Mental Health as
 Realistic
 ■ Poor Mental Health as
 Realistic



health and poor mental health as realistic adolescents." is rejected. The good mental health as realistic adolescents have significantly high values as theoretical, social, democratic and health than poor mental health as realistic adolescents, while the poor mental health as realistic adolescents have significantly high value as economic, hedonistic and power values than good mental health as realistic adolescents at 0.01 level.

3.02 To study the significant difference between the value patterns of good mental health and poor mental health as joyful living adolescents.

In this section an attempt has been made to study and compare the different value patterns of good mental health and poor mental health as joyful living adolescents. For this purpose The value test and Mental Health Scale were administered on 500 adolescents and found 123 good mental health as joyful living adolescents and 129 poor mental health as joyful living adolescents on the basis of Q_3 and Q_1 values. The Table 4.05 shows the Mean, SD and Critical ratio of different values of good mental health and poor mental health as joyful living adolescents-

Table 4.05 : Showing the Mean, S.D. and Critical ratios of different values between good mental health and poor mental health as joyful living adolescents-

Different Values	Good Mental Health as Joyful Living N=123		Poor Mental Health as Joyful Living N=129		Critical Ratio
	Mean	SD	Mean	SD	
a. Theoretical	21.31	3.74	20.20	3.83	2.31 <0.05
b. Political	17.69	3.83	18.25	2.98	1.30 >0.05
c. Religious	20.63	3.86	19.98	4.35	1.25 >0.05
d. Social	21.28	4.27	19.97	4.34	2.42 <0.05
e. Asthetic	18.42	3.80	18.29	3.04	0.30 >0.05
f. Economic	19.36	4.39	20.97	4.81	2.77 <0.01
g. Democratic	21.19	4.38	19.88	4.22	2.42 <0.05
h. Hedonistic	20.17	4.17	21.97	3.79	3.60 <0.01
i. Power	19.33	4.87	20.71	4.56	2.34 <0.05
j. Health	20.59	3.52	19.61	3.28	2.28 <0.05

Significant level at 0.05→1.97
at 0.01→2.60

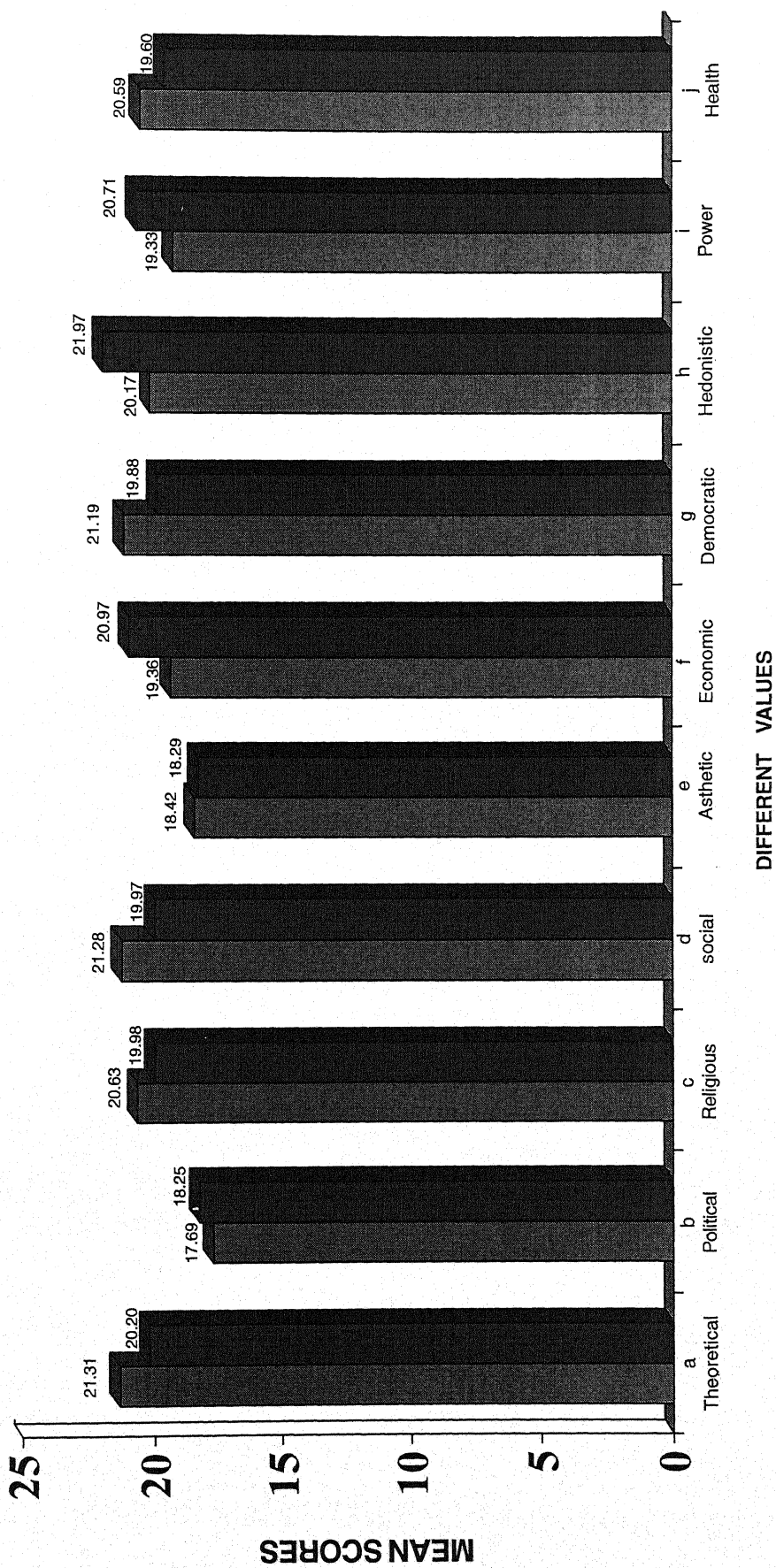
The table 4.05 shows that good mental health as joyful living adolescents have high values as theoretical (mean 21.31), religious (20.63), asthetic (mean 18.42), social (mean 21.28), democratic (mean 21.19) and health (mean 20.59) than poor mental health as joyful living adolescents. The poor mental health as joyful living adolescents have also high values as political

(mean 18.25), economic (mean 20.97), hedonistic (mean 21.97) and power (mean 20.71) than good mental health as joyful living adolescents. The *Bar Diagram-5* is also showing the above results.

To study the significant difference between the different values of good mental health and poor mental health as joyful living adolescents, the critical ratio were calculated. The critical ratio value required to be significant at 0.01 level is 2.60 and at 0.05 level is 1.97. It may be observed from Table 4.05 that there is significant difference of different values as economic value (Critical ratio found 2.77) and hedonistic value (Critical ratio found 3.60) between the good mental health and poor mental health as joyful living adolescents at 0.01 level and theoretical (Critical ratio found 2.31), social (critical ratio found 2.42), democratic (critical ratio found 2.42), power (critical ratio found 2.34) and health (critical ratio found 2.28) between the good mental health and poor mental health as joyful living adolescents at 0.05 level. But there is no significant difference of values as political (critical ratio found 1.30), religious (critical ratio found 1.25), asthetic (critical ratio found 0.30) between the good mental health and poor mental health as joyful living adolescents at 0.05 level.

BAR DIAGRAM-5 SHOWING THE DIFFERENT VALUES OF GOOD MENTAL HEALTH AND POOR MENTAL HEALTH AS JOYFUL LIVING ADOLESCENTS

■ Good Mental Health as Joyful Living
 ■ Poor Mental Health as Joyful Living



Thus the null hypothesis (3.02) stating that "There is no significant difference between the value patterns of good mental health and poor mental health as joyful living adolescents." is rejected. The poor mental health as joyful living adolescents have significantly high values as economic and hedonistic value than good mental health as joyful living adolescents.

3.03 To study the significant difference between the value patterns of good mental health and poor mental health as autonomy.

In this section an attempt has been made to study and compare the different value patterns of good mental health and poor mental health as autonomy adolescents. For this purpose The value test and Mental Health Scale were administered on 500 adolescents and found 115 good mental health as autonomy adolescents and 121 poor mental health as autonomy adolescents on the basis of Q_3 and Q_1 values. The Table 4.06 shows the Mean, SD and Critical ratio of different values of good mental health and poor mental health as autonomy adolescents-

Table 4.06 : Showing the Mean, S.D. and Critical ratios of different values between good mental health and poor mental health as autonomy adolescents-

Different Values	Good Mental Health as autonomy N=115		Poor Mental Health as autonomy N=121		Critical Ratio
	Mean	SD	Mean	SD	
a. Theoretical	21.26	4.03	21.33	3.98	0.13 >0.05
b. Political	17.71	3.49	18.06	3.76	0.74 >0.05
c. Religious	19.78	3.80	21.04	4.41	2.38 <0.05
d. Social	20.86	4.98	20.65	4.13	0.35 >0.05
e. Asthetic	18.19	3.29	18.92	3.42	1.66 >0.05
f. Economic	20.66	5.20	18.71	4.28	3.14 <0.01
g. Democratic	20.87	4.60	21.59	4.18	1.26 >0.05
h. Hedonistic	20.56	4.39	20.57	4.17	0.02 >0.05
i. Power	20.47	5.01	19.04	3.86	2.46 <0.05
j. Health	19.51	3.47	19.69	2.88	0.43 >0.05

Significant level at 0.05→1.97
at 0.01→2.60

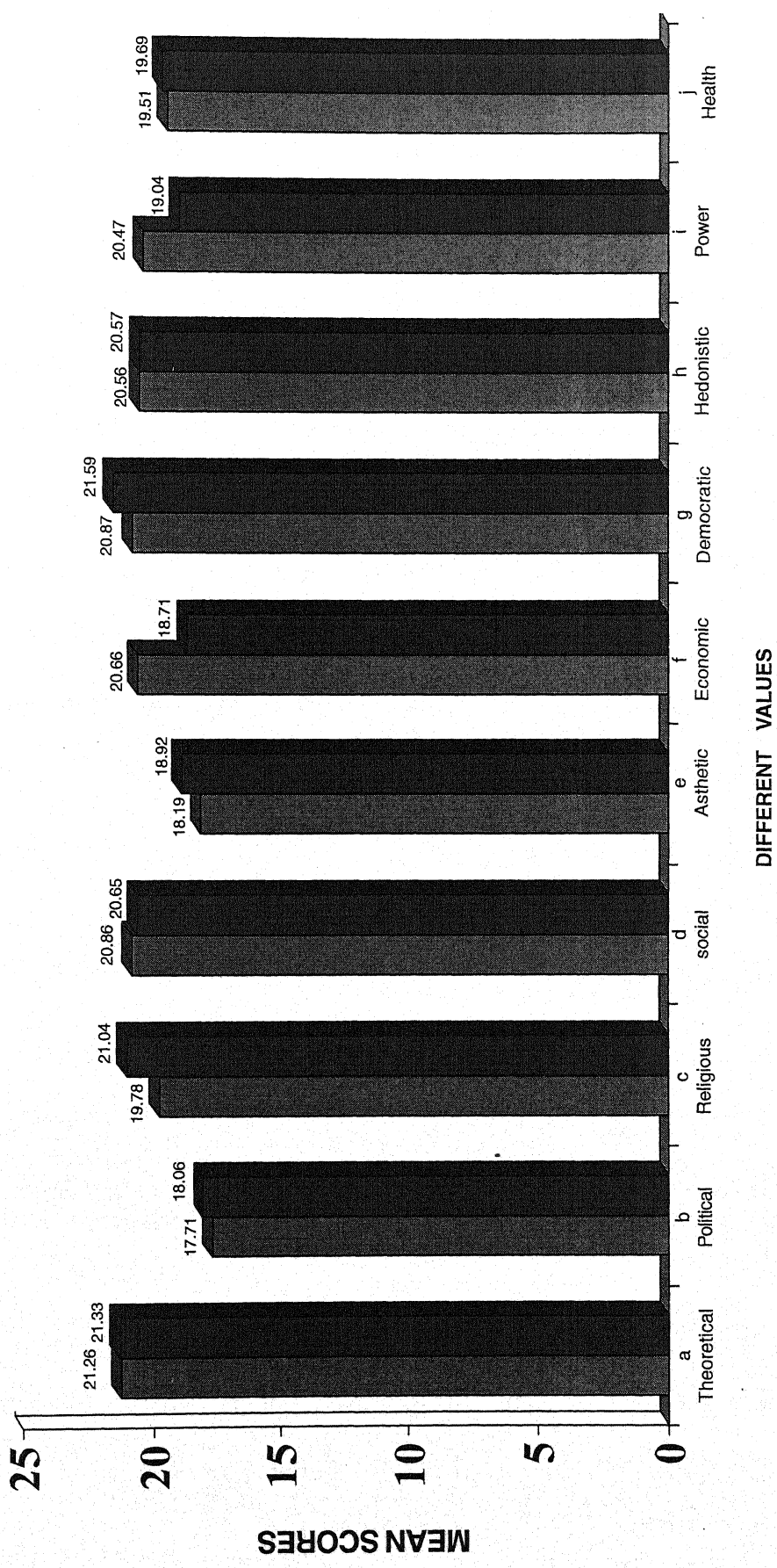
The table 4.06 shows that good mental health as autonomy adolescents have high values as social (mean 20.86), economic (mean 20.66) and power (mean 20.47) than poor mental health as autonomy adolescents. The poor mental health as autonomy adolescents have also high values as theoretical (mean 21.33), political (mean 18.06), religious (mean 21.04), asthetic (mean

18.92), democratic (mean 21.59), hedonistic (mean 20.57) and health (mean 19.69) than good mental health as autonomy adolescents. The *Bar Diagram-6* is also showing the above results.

To study the significant difference between the different values of good mental health and poor mental health as autonomy adolescents, the critical ratio were calculated. The critical ratio value required to be significant at 0.01 level is 2.60 and at 0.05 level is 1.97 with the degree of freedom 234. It may be observed from Table 4.06 that there is significant difference of different values as economic value (Critical ratio found 3.14) between the good mental health and poor mental health as autonomy adolescents at 0.01 level and religious value (Critical ratio found 2.38), power value (critical ratio found 2.46) between the good mental health and poor mental health as autonomy adolescents at 0.05 level. But there is no significant difference of values as theoretical (Critical ratio found 0.13), political value (critical ratio found 0.74), social value (critical ratio found 0.35), asthetic value (critical ratio found 1.66), democrtic value (critical ratio found 1.26), hedonistic value (critical ratio found 0.43) between the good mental health and poor mental health as autonomy adolescents at 0.05 level.

BAR DIAGRAM-6 SHOWING THE DIFFERENT VALUES OF GOOD MENTAL HEALTH AND POOR MENTAL HEALTH AS AUTONOMY ADOLESCENTS

Good Mental Health as
Autonomy
 Poor Mental Health as
Autonomy



Thus the null hypothesis (3.03) stating that "*There is no significant difference between the value patterns of good mental health and poor mental health as autonomy adolescents.*" is rejected. The good mental health as autonomy adolescents have significantly high as economic value than poor mental health as autonomy adolescents at 0.01 level. The good mental health as autonomy adolescents have significantly high value as power than poor mental health as autonomy adolescents at 0.05 level, while the poor mental health as autonomy adolescents have significantly high values as religious value than good mental health as autonomy adolescents at 0.05 level.

3.04 To study the significant difference between the value patterns of good mental health and poor mental health as emotional stability adolescents.

In this section an attempt has been made to study and compare the different value patterns of good mental health and poor mental health as emotional stability adolescents. For this purpose The value test and Mental Health Scale were administered on 500 adolescents and found 142 good mental health as emotional stability adolescents and 133 poor mental health as emotional stability adolescents on the basis of Q_3 and Q_1 values. The Table 4.07 shows the Mean, SD and Critical ratio of different

values of good mental health and poor mental health as emotional stability adolescents-

Table 4.07 : Showing the Mean, S.D. and Critical ratios of different values between good mental health and poor mental health as emotional stability adolescents-

Different Values	Good Mental Health as emotional Stability N=142		Poor Mental Health as emotional stability N=121		Critical Ratio
	Mean	SD	Mean	SD	
a. Theoretical	21.31	3.90	20.41	3.77	1.96 >0.05
b. Political	18.07	3.91	18.47	3.77	0.87 >0.05
c. Religious	20.63	3.94	20.15	4.05	1.00 >0.05
d. Social	21.05	4.48	20.26	4.34	1.49 >0.05
e. Asthetic	18.13	3.64	18.65	3.46	1.21 >0.05
f. Economic	19.45	5.04	20.23	4.72	1.32 >0.05
g. Democratic	21.34	4.51	20.21	3.92	2.22 <0.05
h. Hedonistic	20.75	4.38	20.79	3.88	0.08 >0.05
i. Power	19.46	4.66	20.67	4.48	2.20 <0.05
j. Health	19.46	3.42	19.99	3.27	1.32 >0.05

Significant level at 0.05→1.97
at 0.01→2.60

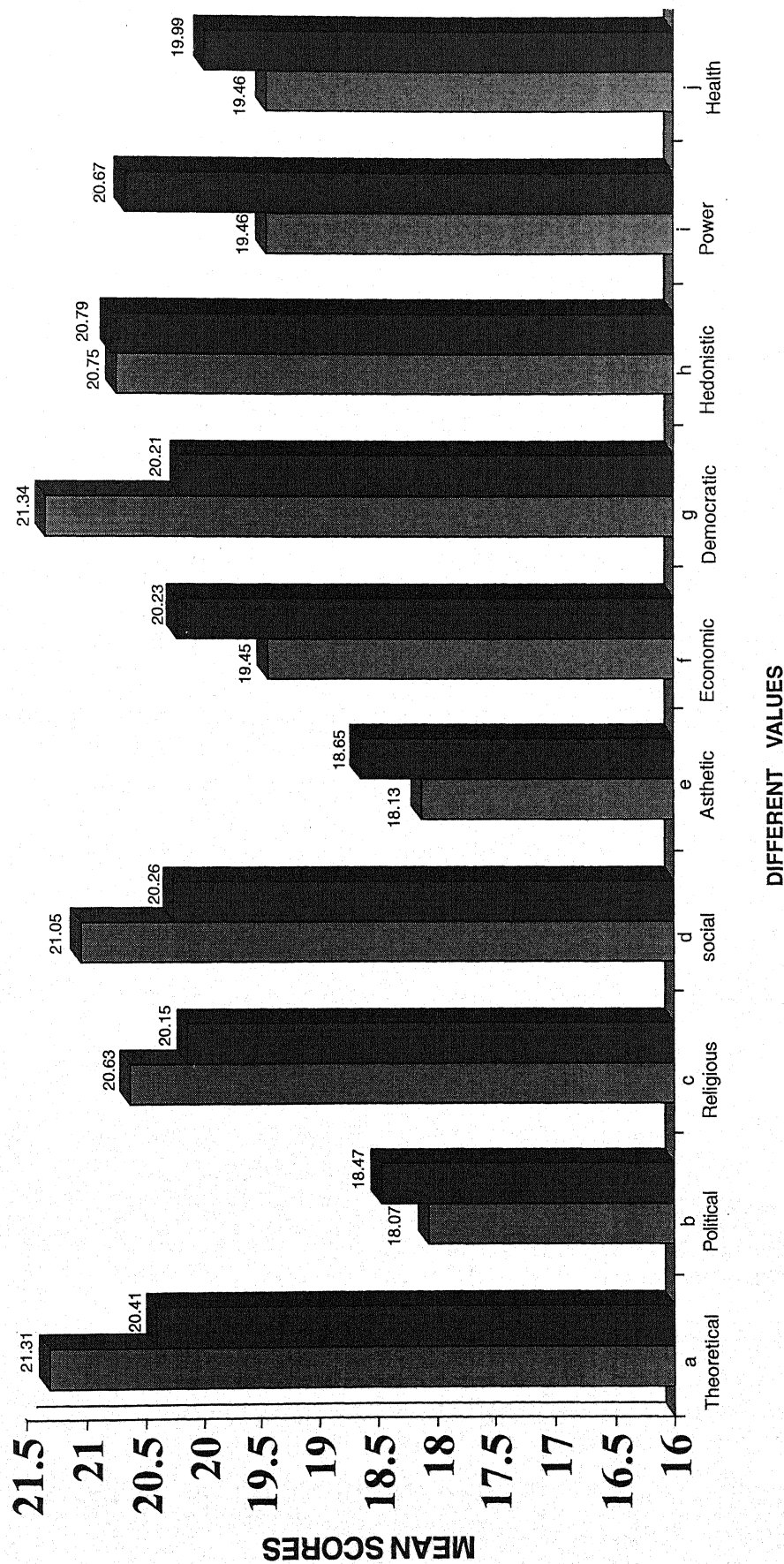
The table 4.07 shows that good mental health as emotional stability adolescents have high values as theoretical (mean 21.31), religious (mean 20.63), social (mean 21.05) and democratic (mean 21.34) than poor mental health as emotional stability adolescents.

The poor mental health as emotional stability adolescents have also high values as political (mean 18.47), aesthetic (mean 18.65), economic (mean 20.23), hedonistic (mean 20.79), power (mean 20.67) and health (mean 19.99) than good mental health as emotional stability adolescents. The *Bar Diagram-7* is also showing the above results.

To study the significant difference between the different values of good mental health and poor mental health as emotional stability adolescents, the critical ratio were calculated. The critical ratio value required to be significant at 0.01 level is 2.59 and at 0.05 level is 1.97 with the degree of freedom 273. It may be observed from Table 4.07 that there is significant difference of different values as democratic value (Critical ratio found 2.22) and power value (critical ratio found 2.20) between the good mental health and poor mental health as emotional stability adolescents at 0.05 level. But there is no significant difference of value as theoretical value (critical ratio found 1.96), political value (critical ratio found 0.87), religious value (Critical ratio found 1.00), social value (critical ratio found 1.49), aesthetic value (critical ratio found 1.21), economic value (critical ratio found 1.32), hedonistic value (critical ratio found 0.08) and power value (critical ratio found 1.32) between the good mental health and

BAR DIAGRAM-7 SHOWING THE DIFFERENT VALUES OF GOOD MENTAL HEALTH AND POOR MENTAL HEALTH AS EMOTIONAL STABILITY ADOLESCENTS

Good Mental Health as
 Emotional Stability
 Poor Mental Health as
 Emotional Stability



poor mental health as emotional stability adolescents at 0.05 level.

Thus the null hypothesis (3.04) stating that "*There is no significant difference between the value patterns of good mental health and poor mental health as emotional stability adolescents.*" is rejected. The good mental health as emotional stability adolescents have significantly high values as democratic than poor mental health as emotional stability adolescents, while the poor mental health adolescents have significantly high power value than good mental health emotional stability adolescents at 0.05 level.

3.05 To study the significant difference between the value patterns of good mental health and poor mental health as social maturity adolescents.

In this section an attempt has been made to study and compare the different value patterns of good mental health and poor mental health as social maturity adolescents. For this purpose The value test and Mental Health Scale were administered on 500 adolescents and found 172 good mental health as social maturity adolescents and 136 poor mental health as social maturity adolescents on the basis of Q_3 and Q_1 values. The Table 4.08 shows the Mean, SD and Critical ratio of different values of good mental health and poor mental health as social maturity adolescents-

Table 4.08 : Showing the Mean, S.D. and Critical ratios of different values between good mental health and poor mental health as social maturity adolescents-

Different Values	Good Mental Health as Social maturity N=172		Poor Mental Health as social maturity N=136		Critical Ratio
	Mean	SD	Mean	SD	
a. Theoretical	21.55	3.82	19.96	3.81	3.61 <0.01
b. Political	17.91	3.63	18.15	3.38	0.60 >0.05
c. Religious	20.93	4.32	19.69	3.93	2.64 <0.01
d. Social	21.21	4.52	18.91	3.81	4.89 <0.01
e. Asthetic	18.04	3.14	18.88	3.35	2.27 <0.05
f. Economic	18.64	4.48	21.97	4.64	6.40 <0.01
g. Democratic	21.66	4.28	19.51	3.94	4.57 <0.01
h. Hedonistic	20.35	3.89	22.35	4.24	4.25 <0.01
i. Power	19.13	4.56	20.42	4.41	2.53 <0.05
j. Health	19.87	3.40	19.24	2.56	1.85 >0.05

Significant level at 0.05→1.97
at 0.01→2.60

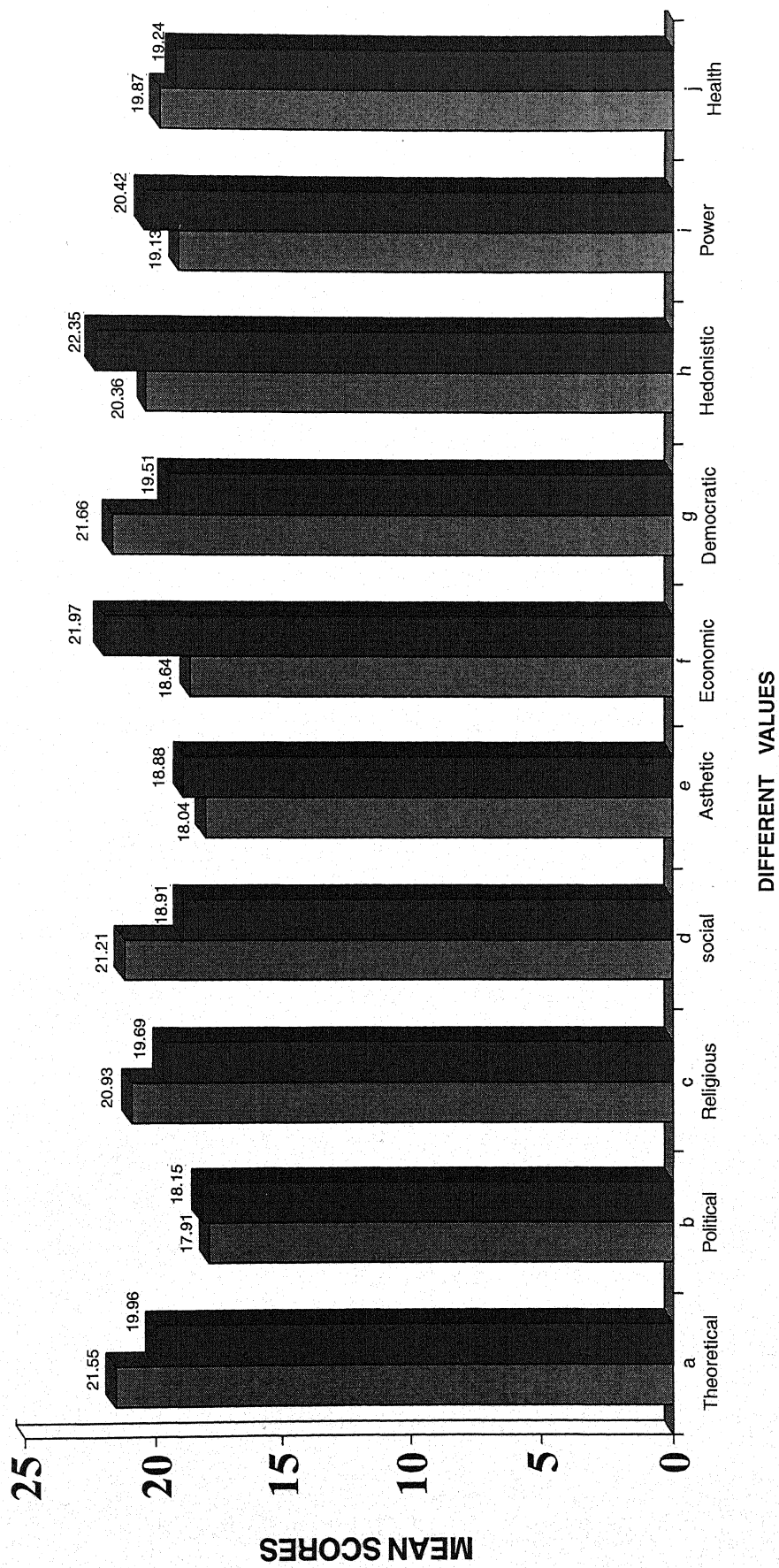
The table 4.08 shows that good mental health as social maturity adolescents have high values as theoretical (mean 21.55), religious (mean 20.93), social (mean 21.21), democratic (mean 21.66) and health (mean 19.87) than poor mental health as social maturity adolescents. The poor mental health as social maturity adolescents have also high values as political (mean 18.15), asthetic

(mean 18.88), economic (mean 21.97), hedonistic (mean 22.35) and power (mean 20.42) than good mental health as social maturity adolescents. The *Bar Diagram-8* is also showing the above results.

To study the significant difference between the different values of good mental health and poor mental health as social maturity adolescents, the critical ratio were calculated. The critical ratio required to be significant at 0.01 level is 2.59 and at 0.05 level is 1.97 with the degree of freedom 306. It may be observed from Table 4.08 that there is significant difference of different values as theoretical value (Critical ratio found 3.61), religious value (critical ratio found 2.64), social (critical ratio found 4.89), economic value (critical ratio found 6.40), democratic value (critical ratio found 4.57) and hedonistic value (critical ratio found 4.25) between the good mental health and poor mental health as social maturity adolescents at 0.01 level and aesthetic value (critical ratio found 2.27) and power value (critical ratio found 2.53) between the good mental health and poor mental health as social maturity adolescents at 0.05 level. But there is no significant difference of political value (critical ratio found 0.60) and health value (critical ratio found 0.60) and health value (Critical ratio found 1.85) between the good mental health and poor

BAR DIAGRAM-8 SHOWING THE DIFFERENT VALUES OF GOOD MENTAL HEALTH AND POOR MENTAL HEALTH AS SOCIAL MATURITY ADOLESCENTS

■ *Good Mental Health as Social Maturity*
 ■ *Poor Mental Health as Social Maturity*



mental health as social maturity adolescents at 0.05 level.

Thus the null hypothesis (3.05) stating that "*There is no significant difference between the value patterns of good mental health and poor mental health as social maturity adolescents.*" is rejected. The good mental health as social maturity adolescents have significantly high values as theoretical, religious, social, democratic than poor mental health as social maturity adolescents, while the poor mental health as social maturity adolescents have significantly high value as economic and power value than good mental health as social maturity adolescents at 0.01 level.

Part D

Overall comparison of value patterns between high and low different personality adolescents.

In this section an attempt has been made to study the value patterns of different personality related adolescents.

4.01 To study the significant difference between the value pattern of high social desirability and low social disrability related adolescents.

In this section an attempt has been made to study and compare the different value patterns of high social desirability and low social desirability related adolescents. For this purpose The value test and Multi-variable Personality Inventory were

administered on 500 adolescents and found 161 high social desirability related adolescents and 137 low social desirability related adolescents on the basis of Quartile₃ (Q₃) and Quartile₁ (Q₁) values. The table 4.09 shows the Mean, SD and critical ratio of the different values of high social desirability and low social desirability related adolescents-

Table 4.09 Showing the mean, SD and critical ratios of different values between high social desirability and low social desirability related adolescents-

Different Values	High Social desirability N=161		Low social desirability N=137		Critical Ratio
	Mean	SD	Mean	SD	
a. Theoretical	21.53	3.76	19.86	3.73	3.88 <0.01
b. Political	17.74	3.92	18.04	3.17	0.73 >0.05
c. Religious	21.02	4.16	19.45	3.89	3.34 <0.01
d. Social	21.81	4.36	19.20	4.40	5.11 <0.01
e. Asthetic	18.42	3.93	18.52	3.08	0.24 >0.05
f. Economic	18.45	4.26	21.73	4.82	6.19 <0.01
g. Democratic	21.72	4.36	19.46	4.19	4.52 <0.01
h. Hedonistic	20.04	3.96	22.46	3.82	5.38 <0.01
i. Power	18.75	4.38	21.59	4.75	5.36 <0.01
j. Health	20.39	3.41	19.19	2.98	3.24 <0.01

Significant level at 0.05→1.97
at 0.01→2.60

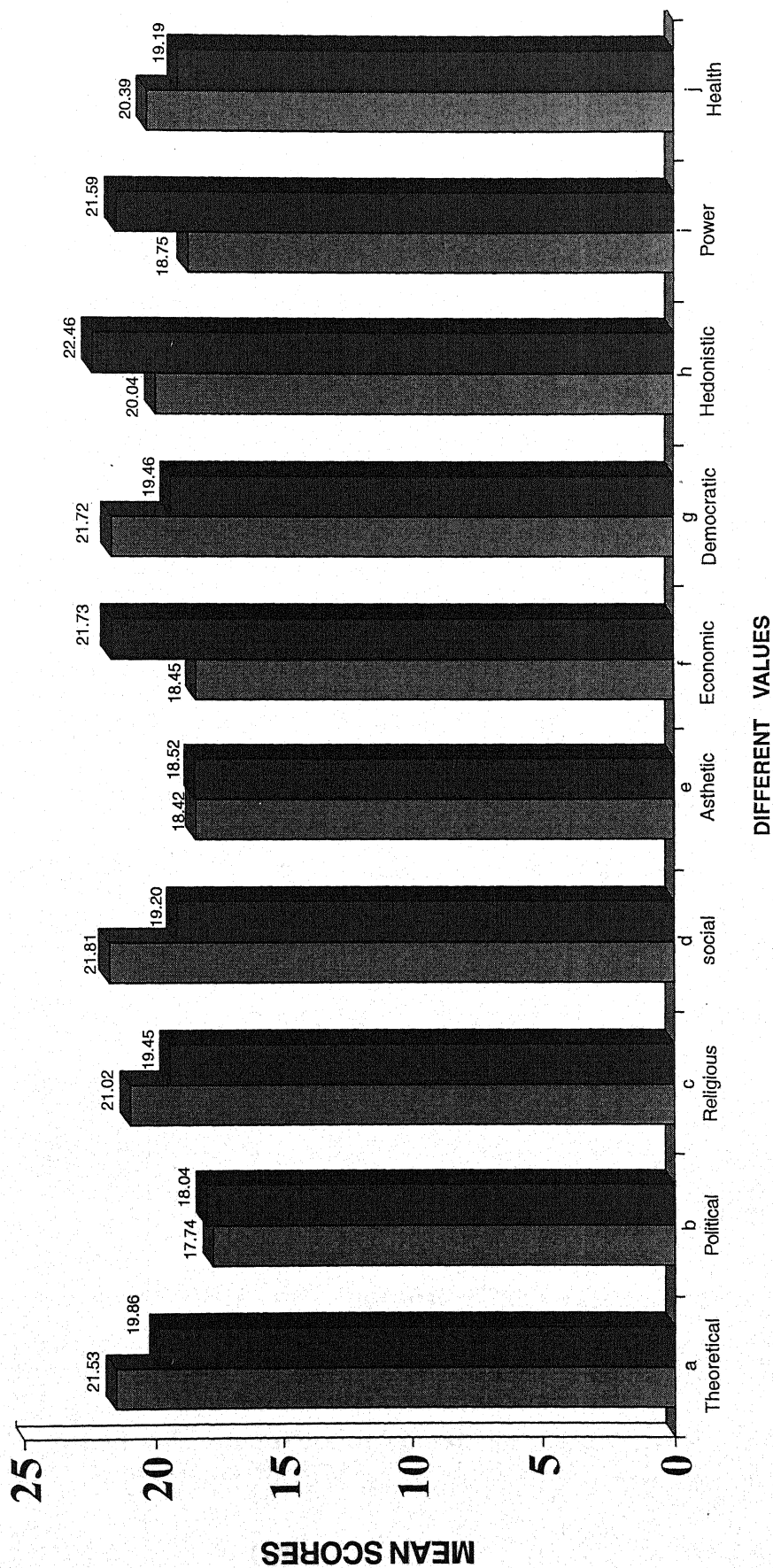
The table 4.09 shows that high social desirability related adolescents have high values as theoretical (mean 21.53), religious (mean 21.02), social (mean 21.81), democratic (mean 21.72) and health (mean 20.39) than low social desirability related adolescents. The low social desirability related adolescents have also high values as political (mean 18.04), aesthetic (mean 18.52), economic (mean 21.73), hedonistic (mean 22.46) and power (mean 21.59) than high social desirability related adolescents. The *Bar Diagram-9* is also showing the above results.

To study the significant difference between the different values of high social desirability and low social desirability related adolescents, the critical ratios were calculated. The critical ratio value required to be significant at 0.01 level is 2.59 and at 0.05 level 1.97 with the degree of freedom 296. It may be observed from table 4.09 that there is significant difference of different values as theoretical value (critical ratio found 3.88), religious value (critical ratio found 3.34), social value (critical ratio found 5.11), economic value (critical ratio found 6.19), democratic value (critical ratio found 4.52), hedonistic value (critical ratio found 5.38), power value (critical ratio found 5.36) and health value (critical ratio found 3.24) between the high social desirability and low social desirability related adolescents

BAR DIAGRAM-9 SHOWING THE DIFFERENT VALUES OF PERSONALITY AS HIGH SOCIAL DESIRABILITY AND LOW SOCIAL DESIRABILITY ADOLESENTS

High Social Desirability

Low Social Desirability



at 0.01 level.

But there is no significant difference of values as political value (critical ratio found 0.73) and asthetic value (critical ratio found 0.24) between the high social desirability and low social desirability related adolescents at 0.05 level.

Thus the null hypothesis (4.01) stating that "*There is no significant difference between the value patterns of high social desirability and low social desirability related adolescents*" is rejected. The high social disrability related adolescents have significantly high values as theoretical, religious, social, democratic and health than low social desirability related adolescents, while the low social desiraility related adolescents have significantly high values as economic, hedonistic and power value than high social desirability related adolescents at 0.01 level.

4.02 To study the significant difference between the value patterns of extraversion personality and introversion personality related adolescents.

In this section an attempt has been made to study and compare the different value patterns of extraverson and introversion related adolescents. For this purpose The value test and Multi-variable Personality Inventory were administered on 500 adolescents and found 177 extraversion personality related adoles-

cents and 154 introversion personality related adolescents on the basis of Quartile₃ (Q₃) and Quartile₁ (Q₁) values. The table 4.10 shows the Mean, SD and critical ratio of the different values of extraversion and introversion personality related adolescents-

Table 4.10 Showing the mean, SD and Critical ratios of different values between extraversion and introversion personality related adolescents-

Different Values	Extraversion Personality N=177		Introversion Personality N=154		Critical Ratio
	Mean	S.D.	Mean	S.D.	
a. Theoretical	20.92	3.68	20.24	3.67	1.70 >0.05
b. Political	17.70	3.54	18.45	3.76	1.87 >0.05
c. Religious	20.63	4.34	19.66	3.88	2.15 <0.05
d. Social	20.32	4.49	20.06	4.45	0.53 >0.05
e. Asthetic	18.10	3.60	18.68	3.11	1.57 >0.05
f. Economic	20.14	5.13	20.72	4.99	1.03 >0.05
g. Democratic	20.81	4.68	20.04	4.17	1.57 >0.05
h. Hedonistic	21.42	4.23	21.80	4.02	0.84 >0.05
i. Power	20.31	4.96	20.57	4.64	0.49 >0.05
j. Health	19.64	3.70	19.47	3.17	0.45 >0.05

Significant level at 0.05→1.97
at 0.01→2.60

The table 4.10 shows that extraversion personality related adolescent have high values as theoretical (mean 20.92), religious

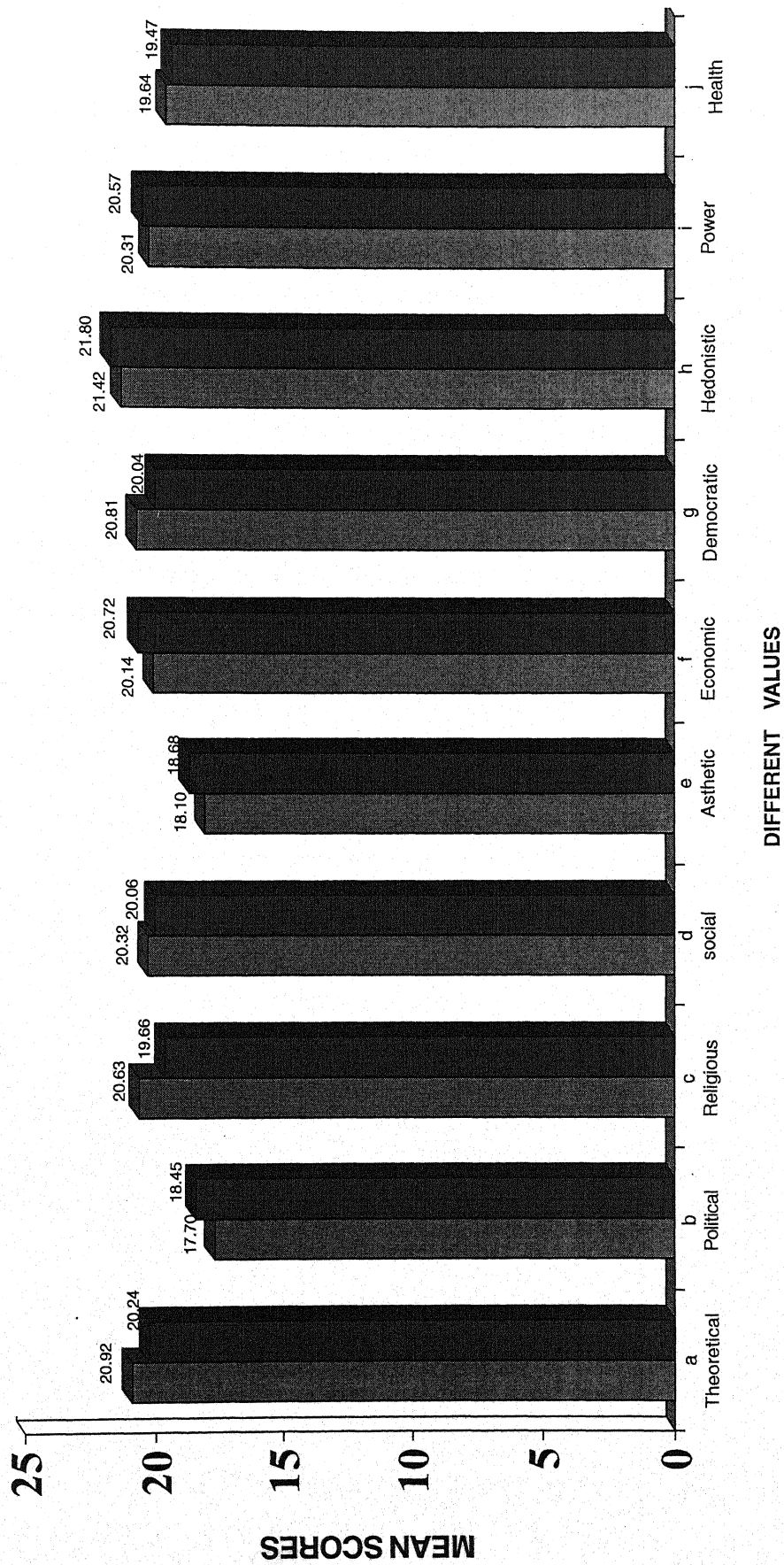
(mean 20.63), social (mean 20.32), democratic (mean 20.81) and health (mean 19.64) than introversion personality related adolescents. The introversion personality related adolescent have also high values as political (mean 18.45), asthetic (mean 18.68), economic (mean 20.72), hedonistic (mean 21.80) and power (mean 20.57) than extraversion personality related adolescents. The *Bar Diagram-10* is also showing the above results.

To study the significant difference between the different values of extraversion and introversion personality related adolescents, the critical ratios were calculated. The critical ratio value required to be significant at 0.01 level is 2.59 and at 0.05 level 1.97 with the degree of freedom 329.

It may be observed from table 4.10 that there is significant difference of religious value (critical ratio found 2.15) between the extroversion and introversioni personality related adolescents at 0.05 level. But there is no significant difference of values as theoretical value (critical ratio found 1.70), political value (critical ratio found 1.87), social value (critical ratio found 0.53), asthetic value (critical ratio found 1.57), economic value (critical ratio found 1.03), democratic value (critical ratio found 1.57), hedonistic value (critical ratio found 0.84), power value (critical ratio found 0.49) and health value (critical ratio found 0.45)

BAR DIAGRAM-10 SHOWING THE DIFFERENT VALUES OF PERSONALITY AS EXTRAVERSION AND INTROVERSION ADOLESCENTS

■ *Extraversion Peronality*
 ■ *Introversion Peronality*



between the extroversion and introversion personality related adolescents at 0.05 level.

Thus the null hypothesis (4.02) stating that "*There is no significant difference between the value patterns of extroversion and introversion personality related adolescents*" is rejected. The extroversion personality related adolescents have significantly high values as religious value than introversion personality related adolescents.

4.03 To study the significant difference between the value patterns of high psychoticism and low psychoticism related adolescents.

In this section an attempt has been made to study and compare the different value patterns of high psychoticism and low psychoticism related adolescents. For this purpose The value test and Multi-Variableu Personality Inventory were administered on 500 adolescents and found 197 high psychoticism related adolescents and as low psychoticism related adolescents on the basis of Quartile₃ (Q₃) and Quartile₁ (Q₁) values. The Table 4.11 shows the Mean, SD and Critical ratio of the different values of high psychoticism and low psychoticism related adolescents-

Table 4.11 Showing the Mean, SD and Critical ratio of different values between high psychoticism and low psychoticism related adolescents-

Different Values	High Psychoticism		Low Psychoticism		Critical Ratio
	N=177		N=185		
	Mean	S.D.	Mean	S.D.	
a. Theoretical	20.39	3.73	21.26	3.98	2.23 <0.05
b. Political	17.92	3.59	17.96	3.53	0.11 >0.05
c. Religious	20.18	3.98	20.53	4.09	0.85 >0.05
d. Social	20.22	4.51	20.78	4.50	1.22 >0.05
e. Asthetic	18.42	3.12	18.60	3.42	0.54 >0.05
f. Economic	20.47	4.90	19.66	4.84	1.62 >0.05
g. Democratic	20.44	4.36	20.99	4.34	1.25 >0.05
h. Hedonistic	21.67	4.11	20.75	4.24	2.14 <0.05
i. Power	20.73	5.37	19.70	4.15	2.10 <0.05
j. Health	19.73	3.39	19.59	3.23	0.41 >0.05

Significant level at 0.05→1.97
at 0.01→2.60

The table 4.11 shows that high psychoticism related adolescents have high values as social (mean 20.22), economic (mean 20.47), hedonistic (mean 21.67), power (mean 20.73) and health value (mean 19.73) than low psychoticism related adolescents. The low psychoticism related adolescents have also high values as theoretical (mean 21.26), political (mean 17.96), religious

(mean 20.53), asthetic (mean 18.60) and democratic value (mean 20.99) than high psychoticism related adolescents. The *Bar Diagram-11* is also showing the above results.

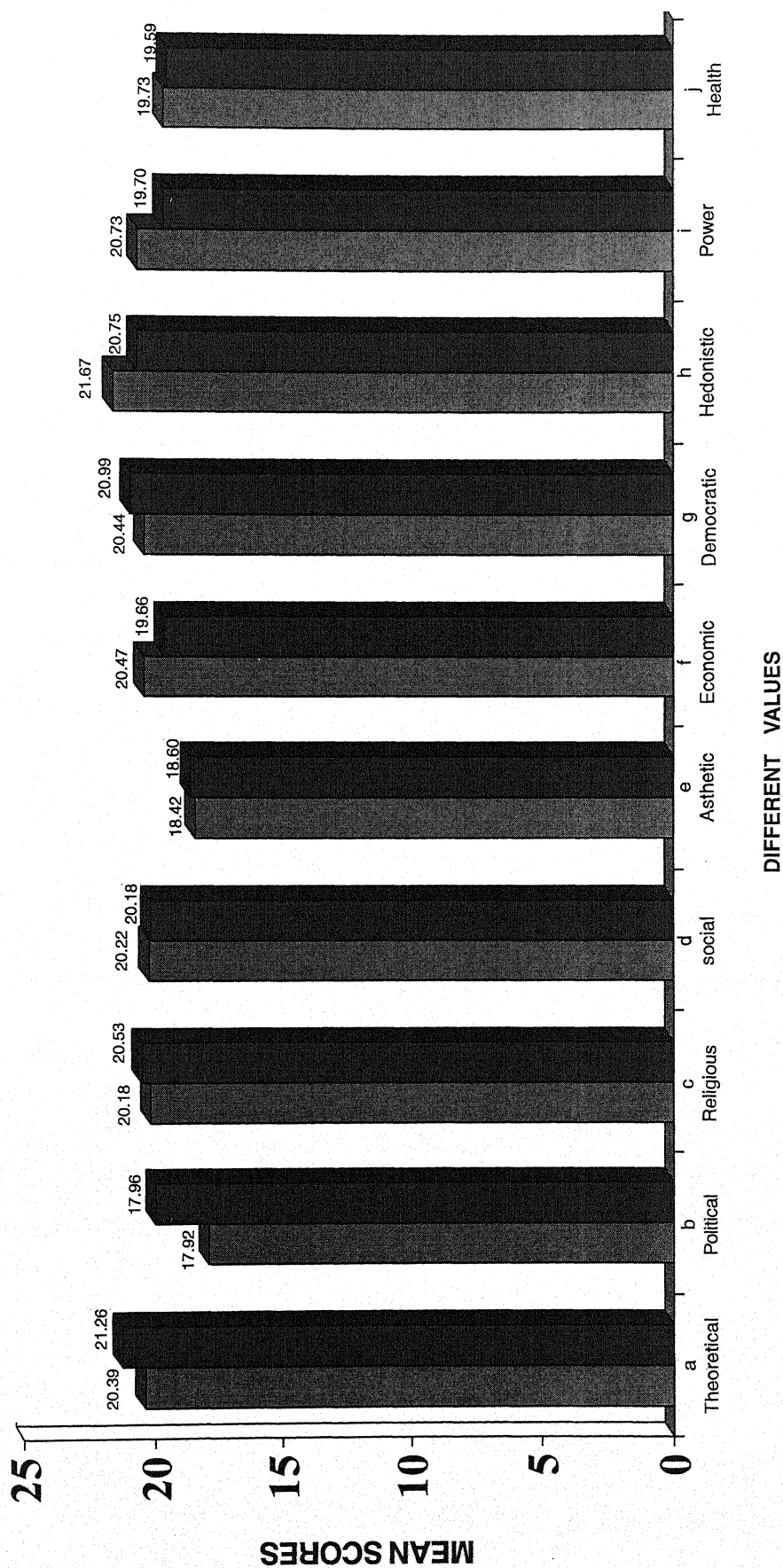
To study the significant difference between the different values of high psychoticism and low psychoticism related adolescents, the critical ratio were calculated. The critical ratio value required to be significant at 0.01 level is 2.59 and at 0.05 level 1.97 with the degree of freedom 380. It may be observed from table 4.11 that there is significant difference of different values as theoretical value (critical ratio found 2.23), hedonistic value (critical ratio found 2.14) and power value (critical ratio found 2.10) between the high psychoticism and low psychoticism related adolescents at 0.05 level. But there is no significant difference of values as political value (critical ratio found 0.11), religious value (critical ratio found 0.85), social value (critical ratio found 1.22), asthetic value (critical ratio found 0.54), economic value (critical ratio found 1.62), democratic value (critical ratio found 1.25) and health value (critical ratio found 0.41) between the high psychoticism and low psychoticism related adolescents at 0.05 level.

Thus the null hypothesis (4.03) stating that "*There is no significant difference between the value patterns of high*

BAR DIAGRAM-11 SHOWING THE DIFFERENT VALUES OF PERSONALITY AS HIGH PSYCHOTICISM AND LOW PSYCHOTICISM ADOLESCENTS

High Psychoticism

Low Psychoticism



psychoticism and low psychoticism related adolescents." is rejected. The high psychoticism related adolescents have significantly high values as hedonistic and power than low psychoticism related adolescents, while significantly high values as theoretical than high psychoticism related adolescents at 0.05 level.

4.04 To study the significant difference between the value patterns of high dogmatism and low dogmatism related adolescents.

In this section attempt has been made to study and compare the different value patterns of high dogmatism and low dogmatism related adolescents. For this purpose The value test and Multi-Variable Personality Inventory were administered on 500 adolescents and found 173 high dogmatism and 193 low dogmatism related adolescents on the basis of Quartile₃(Q₃) and Quartile₁ (Q₁) values. The Table 4.12 shows the Mean, SD and Critical ratio of the different values of high dogmatism and low dogmatism related adolescents.

Table 4.12 Showing the Mean, SD and Critical ratios of different values between high dogmatism and low dogmatism related adolescents-

Different Values	High Dogmatism		Low Dogmatism		Critical Ratio
	N=173		N=195		
	Mean	S.D.	Mean	S.D.	
a. Theoretical	20.29	3.77	21.33	4.02	2.54 <0.05
b. Political	17.91	3.66	17.80	3.56	0.29 >0.05
c. Religious	20.01	4.00	20.76	4.00	1.78 >0.05
d. Social	20.06	4.51	20.73	4.32	1.46 >0.05
e. Asthetic	18.69	3.63	18.41	3.23	0.78 >0.05
f. Economic	20.77	4.81	19.36	4.88	2.76 <0.01
g. Democratic	19.98	4.29	21.41	4.45	3.11 <0.01
h. Hedonistic	21.59	4.32	20.80	4.01	1.79 >0.05
i. Power	21.29	4.51	19.46	4.68	3.81 <0.01
j. Health	19.36	3.36	19.78	3.18	1.23 >0.05

Significant level at 0.05→1.97
at 0.01→2.60

The table 4.12 shows that high dogmatism related adolescents have high value as political (mean 17.91), asthetic (mean 18.69), economic (mean 20.77), hedonistic (mean 21.59) and power value (mean 21.29) than low dogmatism related adolescents. The low dogmatism related adolescents have also high values as theoretical (mean 21.33), religious (mean 20.76), social (mean 20.73),

democratic (mean 21.41) and health value (mean 19.78) than high dogmatism related adolescents. The *Bar Diagram-12* is also showing the above results.

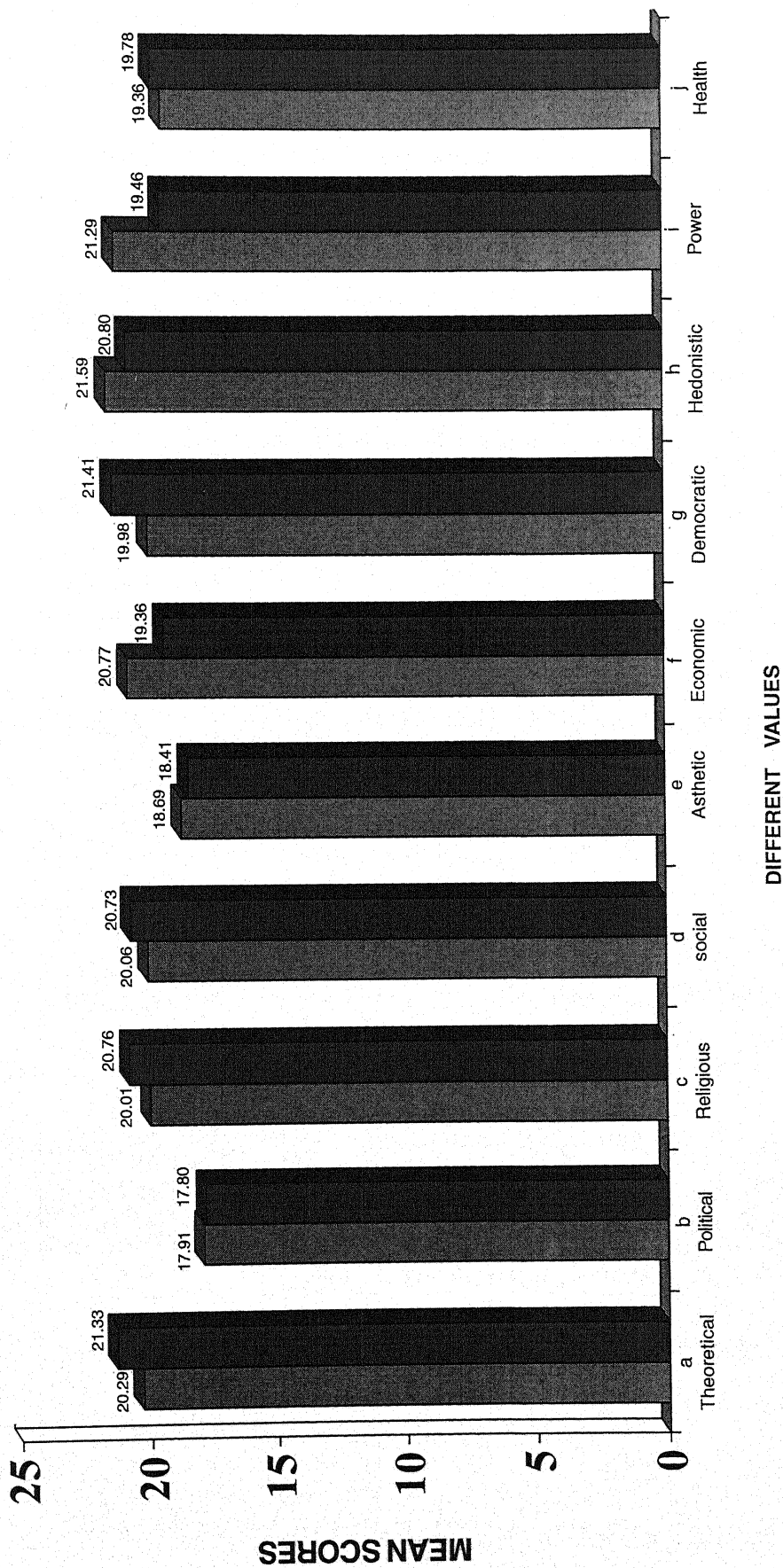
To study the significant difference between the different values of high dogmatism and low dogmatism related adolescents, the critical ratios were calculated.

The critical ratio value required to be significant at 0.01 level 2.59 and at 0.05 level 1.97 with the degree of freedom 366. It may be observed from table 4.12 that there is significant difference of different values as economic value (critical ratio found 2.76), democratic value (critical ratio found 3.11) and power value (critical ratio found 3.81) between the high dogmatism and low dogmatism related adolescents at 0.01 level and theoretical value (critical ratio found 2.54) between the high dogmatism and low dogmatism related adolescents at 0.05 level. But there is no significant difference of values as political value (critical ratio found 0.29), religious value (critical ratio found 1.78), social value (critical ratio found 1.46), asthetic value (critical ratio found 0.78), hedonistic value (critical ratio found 1.79) and health value (critical ratio found 1.23) between the high dogmatism and low dogmatism related adolescents at 0.05 level.

Thus the null hypothesis (4.04) stating that "*There is no*

BAR DIAGRAM-12 SHOWING THE DIFFERENT VALUES OF PERSONALITY AS HIGH DOGMATISM AND LOW DOGMATISM ADOLESCENTS

High Dogmatism
Low Dogmatism



significant difference between the value patterns of high dogmatism and low dogmatism related adolescents" is rejected. The high dogmatism related adolescents have significantly high values as economic and power value than low dogmatism related adolescents, while the low dogmatism related adolescents have significantly high value as democratic value than high dogmatism related adolescents at 0.01 level. The low dogmatism related adolescents have significantly high value as theoretical than high dogmatism related adolescents at 0.05 level.

4.05 To study the significant difference between the value patterns of high ego-ideal and low ego-ideal related adolescents.

In this section an attempt has been made to study and compare the different value patterns of high ego-ideal and low ego-ideal related adolescents. For this purpose The value test and Multi-Variable Personality Inventory were administered on 500 adolescents and found 130 high ego-ideal related adolescents and 162 low ego-ideal related adolescents on the basis of Quartile₃ (Q₃) and Quartile₁(Q₁) values. The table 4.13 shows the Mean, S.D. and Critical ratio of the different values of high ego-ideal and low ego-ideal related adolescents-

Table 4.13 Showing the Mean, SD and Critical ratios of different values between high ego-ideal and low ego-ideal related adolescents-

Different Values	High Ego-Ideal		Low Ego-ideal		Critical Ratio
	N=130		N=162		
	Mean	S.D.	Mean	S.D.	
a. Theoretical	21.42	3.91	20.52	3.67	2.00 <0.05
b. Political	17.58	3.81	18.07	3.42	1.14 >0.05
c. Religious	20.98	4.31	20.25	3.90	1.49 >0.05
d. Social	21.42	4.40	19.82	4.17	3.14 <0.01
e. Asthetic	18.16	3.64	18.83	3.17	1.67 >0.05
f. Economic	19.10	4.42	20.64	5.01	2.80 <0.01
g. Democratic	21.26	4.59	19.90	3.88	2.72 <0.01
h. Hedonistic	20.16	4.13	21.81	3.86	3.51 <0.01
i. Power	19.83	4.37	20.50	4.60	1.26 >0.05
j. Health	19.85	3.61	19.39	3.04	1.15 >0.05

Significant level at 0.05→1.97
at 0.01→2.60

The table 4.13 shows that high ego-ideal related adolescents have high values as theoretical (mean 21.42), religious (mean 20.98), social (mean 21.42) and democratic (mean 21.26) and health value (mean 19.85) than low ego-ideal related adolescents. The low ego-ideal related adolescents have also high values as political (mean 18.07), asthetic (mean 18.83), economic (mean

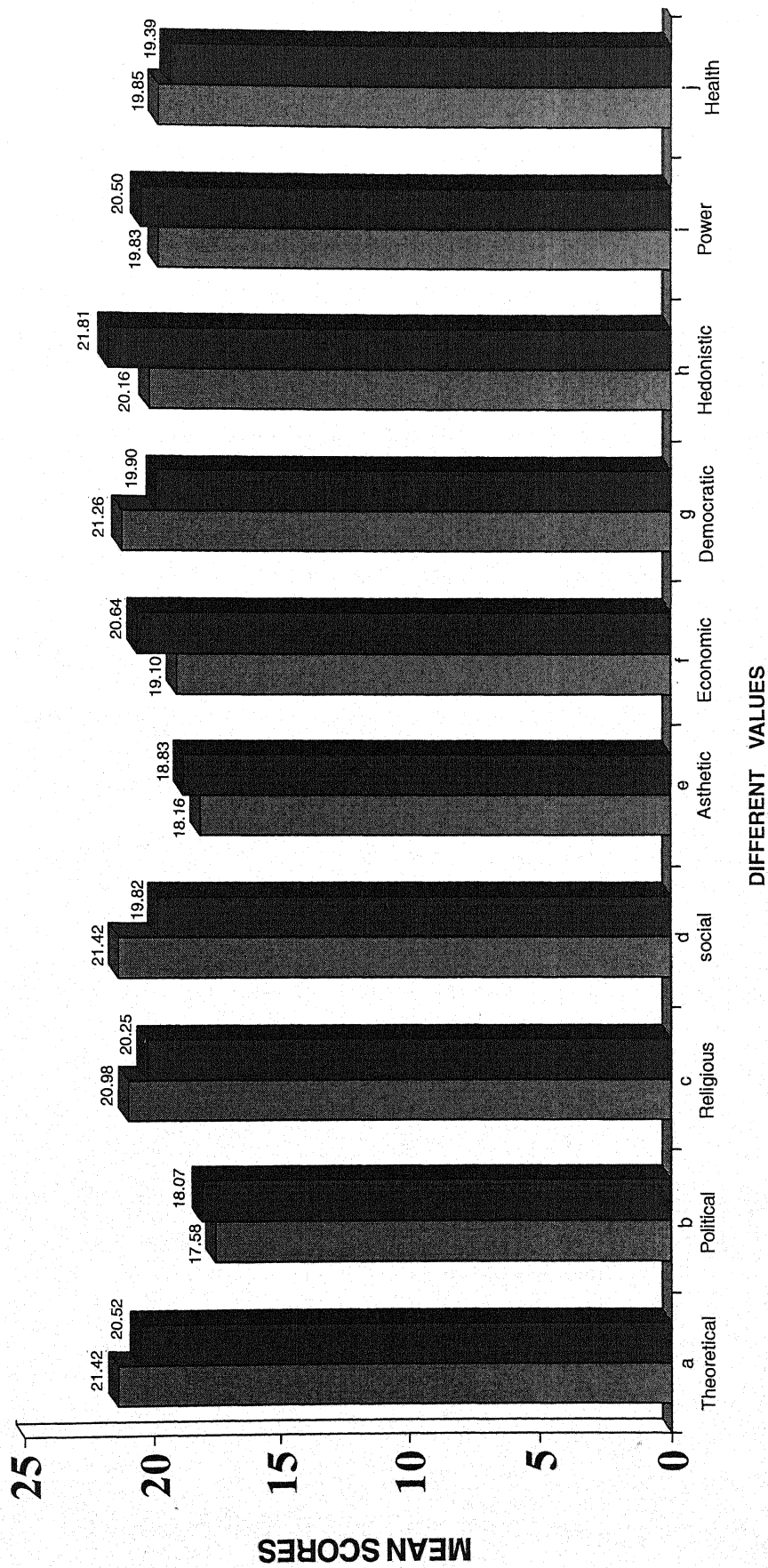
20.64), hedonistic (mean 21.81) and power value (mean 20.50) than high ego-ideal related adolescents. *The Bar Diagram-13* is also showing the above results. To study the significant difference between the different values of high ego-ideal and low ego-ideal related adolescents, the critical ratios were calculated.

The critical ratio value required to be significant at 0.01 level is 2.59 and at 0.05 level is 1.97 with the degree of freedom 290. It may be observed from Table 4.13 that there is significant difference of different values as social value (critical ratio found 3.14), economic value (critical ratio found 2.80), democratic value (critical ratio found 2.72) and hedonistic value (critical ratio found 3.51) between high ego-ideal and low ego-ideal related adolescents at 0.01 level and theoretical value (critical ratio found 2.00) between high ego-ideal and low ego-ideal related adolescents at 0.05 level. But there is no significant difference of values as political value (critical ratio found 1.14), religious value (critical ratio found 1.49), asthetic value (critical ratio found 1.67), power value critical ratio found 1.26) and health value (critical ratio found 1.15) between high ego-ideal and low ego-ideal related adolescents at 0.05 level.

Thus the null hypothesis (4.05) stating that "*There is no significant difference between the value patterns of high ego-ideal*

BAR DIAGRAM-13 SHOWING THE DIFFERENT VALUES OF PERSONALITY AS HIGH EGO-IDEAL AND LOW EGO-IDEAL ADOLESCENTS

■ *High Ego-Ideal*
 ■ *Low Ego-Ideal*



and low ego-ideal related adolescents" is rejected. The high ego-ideal related adolescents have significantly high values as social and democratic value than low ego-ideal related adolescents, while the low ego-ideal related adolescents have significantly high values as economic and hedonistic value than high ego-ideal related adolescents at 0.01 level. The high ego-ideal related adolescents have also significantly high values as theoretical value than low ego-ideal related adolescents at 0.05 level.

4.06 To study the significant difference between the value patterns of high alienation and low alienation related adolescents.

In this section an attempt has been made to study and compare the different value patterns of high alienation and low alienation related adolescents. The value test and Multi-Variable Personality Inventory were administered on 500 adolescents and found 183 high alienation and 214 low alienation related adolescents on the basis of Quartile₃(Q₃) and Quartile₁(Q₁) values. The table 4.14 shows the Mean, SD and Critical ratio of the different values of high alienation and low alienation adolescents.

Table 4.14 Showing the Mean, SD and Critical ratios of different values between high alienation and low alienation related adolescents.

Different Values	High Alienation		Low Alienation		Critical Ratio
	N=183		N=214		
	Mean	S.D.	Mean	S.D.	
a. Theoretical	21.12	3.37	21.88	4.21	2.00 <0.05
b. Political	17.75	3.51	18.18	3.79	1.16 >0.05
c. Religious	19.81	3.73	20.68	4.25	2.17 <0.05
d. Social	19.61	4.44	21.43	4.46	4.04 <0.01
e. Asthetic	18.70	3.49	18.32	3.39	1.08 >0.05
f. Economic	21.26	4.46	18.48	4.87	5.91 <0.01
g. Democratic	19.55	3.98	21.85	4.44	5.48 <0.01
h. Hedonistic	21.85	4.08	20.46	4.20	3.31 <0.01
i. Power	21.31	4.76	19.05	4.60	4.81 <0.01
j. Health	20.02	3.24	19.50	3.30	1.57 >0.05

Significant level at 0.05→1.97
at 0.01→2.60

The table 4.14 shows that high alienation related adolescents have high values as economic (mean 21.26), hedonistic (mean 21.85), power (mean 21.31) and health value (mean 20.02) than low alienation related adolescents. The low alienation related adolescents have also high values as theoretical (mean 21.88), political (mean 18.18), religious value (mean 20.68), social (mean

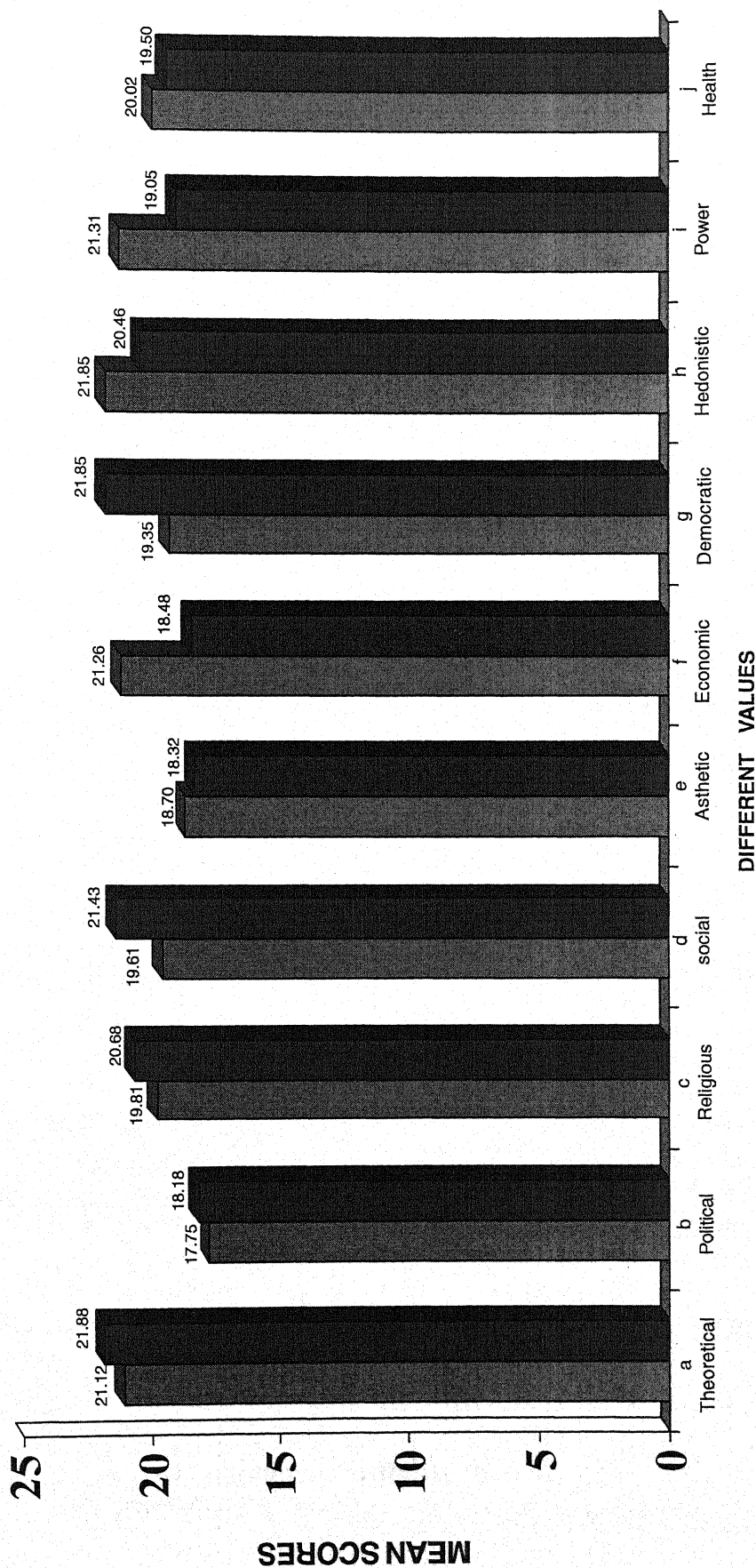
21.43), asthetic (mean 18.32) and democratic value (mean 21.85) than high alienation related adolescents. The *Bar Diagram -14* is also showing the above results.

To study the significant difference between the different values of high alienation and low alienation related adolescents the critical ratios were calculated. The critical ratio value required to be significant at 0.01 level is 2.59 and at 0.05 level is 1.97 with the degree of freedom 395. It may be observed from table 4.14 that there is significant difference of different values as social value (critical ratio found 4.04), economic value (critical ratio found 5.91), democratic value (critical ratio found 5.48), hedonistic value (critical ratio found 3.31) and power value (Critical ratio found 4.81) between the high alienation and low alienation related adolescents at 0.01 level the theoretical value (critical ratio found 2.00) and religious value (critical ratio found 2.17) between the high alienation and low alienation related adolescents at 0.05 level. But there is no significant difference of values as political value (critical ratio found 1.16), asthetic value (critical ratio found 1.08) and health value (critical ratio found 1.57) between the high alienation and low alienation related adolescents at 0.05 level.

Thus the null hypothesis (4.06) stating that "*There is no*

BAR DIAGRAM-14 SHOWING THE DIFFERENT VALUES OF PERSONALITY AS HIGH ALIENATION AND LOW ALIENATION ADOLESCENTS

High Alienation
Low Alienation



significant difference between the value patterns of high alienation and low alienation related adolescents" is rejected. The high alienation related adolescents have significantly high values as economic, hedonistic and power value than low alienation related adolescents, while the low alienation related adolescents have significantly high values as social and democratic value than high alienation related adolescents at 0.01 level. The low alienation related adolescents have significantly high values as theoretical and religious value than high alienation related adolescents at 0.05 level.

4.07 To study the significant difference between the value patterns of high emotional Instability and low emotional instability related adolescents.

In this section an attempt has been made to study and compare the different value patterns of high emotional instability and low emotional instability related adolescents. For this purpose The value test and Multi-variable Personality Inventory were administered on 500 adolescents and found 158 high emotional instability and 169 low emotional instability related adolescents on the basis of Quartile₃ (Q₃) and Quartile₁ (Q₁) values. The table 4.15 shows the Mean, SD and Critical ratio of the different values of high emotional instability and low emotional instability related adolescents.

Table 4.15 Showing the Mean, SD and Critical ratios of different values between high emotional Instability and low emotional Instability related adolescents-

Different Values	High Emotional Instability N=158		Low Emotional Instability N=169		Critical Ratio
	Mean	S.D.	Mean	S.D.	
a. Theoretical	19.61	3.37	22.53	4.03	7.12 <0.01
b. Political	18.25	3.47	17.99	3.77	0.65 >0.05
c. Religious	19.44	4.00	21.08	3.98	3.73 <0.01
d. Social	18.89	4.36	22.22	4.58	7.57 <0.01
e. Asthetic	18.83	3.21	17.83	3.49	2.70 <0.01
f. Economic	21.97	4.30	17.90	4.64	8.31 <0.01
g. Democratic	19.25	3.74	22.69	4.32	7.64 <0.01
h. Hedonistic	22.16	4.02	19.79	3.94	5.39 <0.01
i. Power	21.81	4.79	18.23	4.00	7.31 <0.01
j. Health	19.40	2.97	19.92	3.58	1.44 >0.05

Significant level at 0.05→1.97
at 0.01→2.60

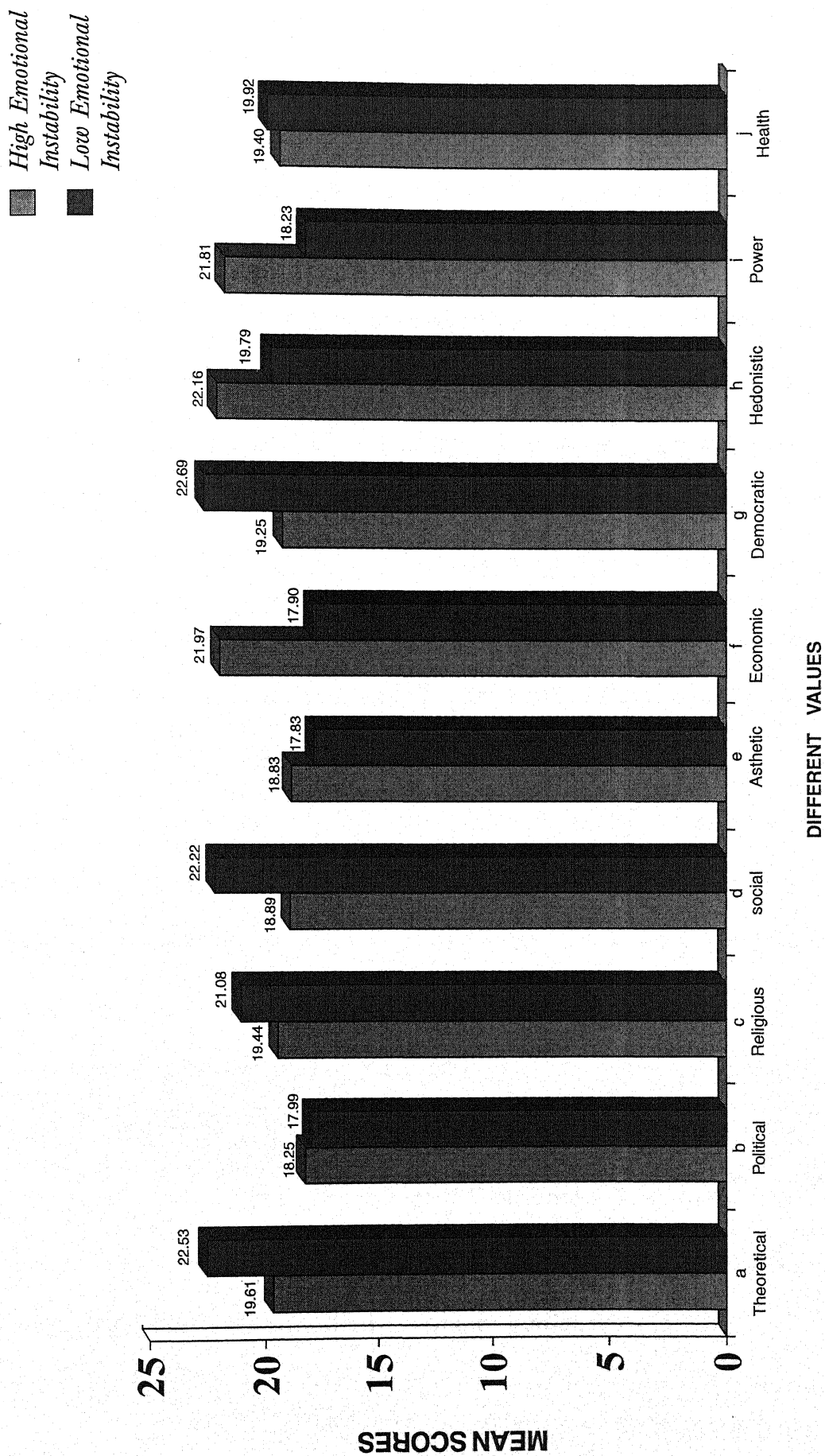
The table 4.15 shows that high emotional Instability related adolescents have high values as political (mean 18.25), asthetic (mean 18.83), economic (mean 21.97), hedonistic value (mean 22.16) and power value (mean 21.81) than low emotional Instability related adolescents. The low emotional Instability related adolescents have also high values as theoretical (mean 22.53), religious (mean

21.08), social (mean 22.22), democratic (mean 22.69) and health value (mean 19.92) than high emotional instability related adolescents. The *Bar Diagram-15* is also showing the above results.

To study the significant difference between the different values of high emotional Instability and low emotional instability related adolescents, the critical ratios were calculated. The critical ratio value required to be significant at 0.01 level is 2.59 and at 0.05 level is 1.97 with the degree of freedom 325. It may be observed from Table 4.15 that there is significant difference of different values as theoretical value (critical ratio found 7.12), religious value (critical ratio found 3.73), social value (critical ratio found 7.57), asthetic value (critical ratio found 2.70), economic value (critical ratio found 8.31), democratic value (critical ratio found 7.64), hedonistic value (critical ratio found 5.39) and power value (critical ratio found 7.31) between the high emotional instability and low emotional instability related adolescents at 0.01 level. But there is no significant difference of values as political value (critical ratio found 0.65) and health value (critical ratio found 1.44) between the high emotional instability and low emotional instability related adolescents at 0.05 level.

Thus the null hypothesis (4.07) stating that "*There is no*

BAR DIAGRAM-15 SHOWING THE DIFFERENT VALUES OF PERSONALITY AS HIGH EMOTIONAL INSTABILITY AND LOW EMOTIONAL INSTABILITY ADOLESCENTS



significant difference between the value patterns of high emotional instability and low emotional Instability related adolescents" is rejected. The high emotional instability related adolescents have significantly high values as aesthetic, economic, hedonistic and power value than low emotional instability related adolescents, while the low emotional instability related adolescents have significantly high values as theoretical, religious, social and democratic value than high emotional instability related adolescents at 0.01 level.

4.08 To study the significant difference between the value patterns of high self-confidence and low self confidence related adolescents.

In this section an attempt has been made to study and compare the different value pattern of high self-confidence and low self-confidence related adolescents. For this purpose The value test and Multi-variable Personality Inventory were administered on 500 adolescents and found 137 high self-confidence and 163 low self-confidence related adolescents on the basis of Quartile₃ (Q₃) and Quartile₁ (Q₁) values. The Table 4.16 shows the Mean, SD and Critical ratio of the different values of high self-confidence and low self-confidence related adolescents.

Table 4.16 Showing the Mean, SD and Critical ratios of different values between high self-confidence and low self-confidence related adolescents-

Different Values	High Self-confidence N=137		Low Self-confidence N=163		Critical Ratio
	Mean	S.D.	Mean	S.D.	
a. Theoretical	21.71	4.16	20.55	3.67	2.52 <0.05
b. Political	17.73	3.55	17.95	3.34	0.55 >0.05
c. Religious	20.85	4.17	19.96	4.14	1.85 >0.05
d. Social	21.34	4.79	19.45	3.99	3.70 <0.01
e. Asthetic	17.82	3.58	18.60	3.33	1.95 >0.05
f. Economic	19.04	4.89	20.94	4.70	3.39 <0.01
g. Democratic	21.58	4.50	20.13	4.38	8.59 <0.01
h. Hedonistic	20.52	4.17	21.91	4.04	2.89 <0.01
i. Power	19.44	5.08	20.97	4.91	2.64 <0.01
j. Health	19.68	3.54	19.47	3.24	0.54 >0.05

Significant level at 0.05→1.97
at 0.01→2.60

Table 4.16 shows that high self-confidence related adolescents have high values as theoretical (mean 21.71), religious (mean 20.85), social (mean 21.34), democratic (mean 21.58) and health value (mean 19.68) than low self-confidence related adolescents. The low self-confidence have also high values as political (mean 17.95), asthetic (18.60), economic (mean 20.94),

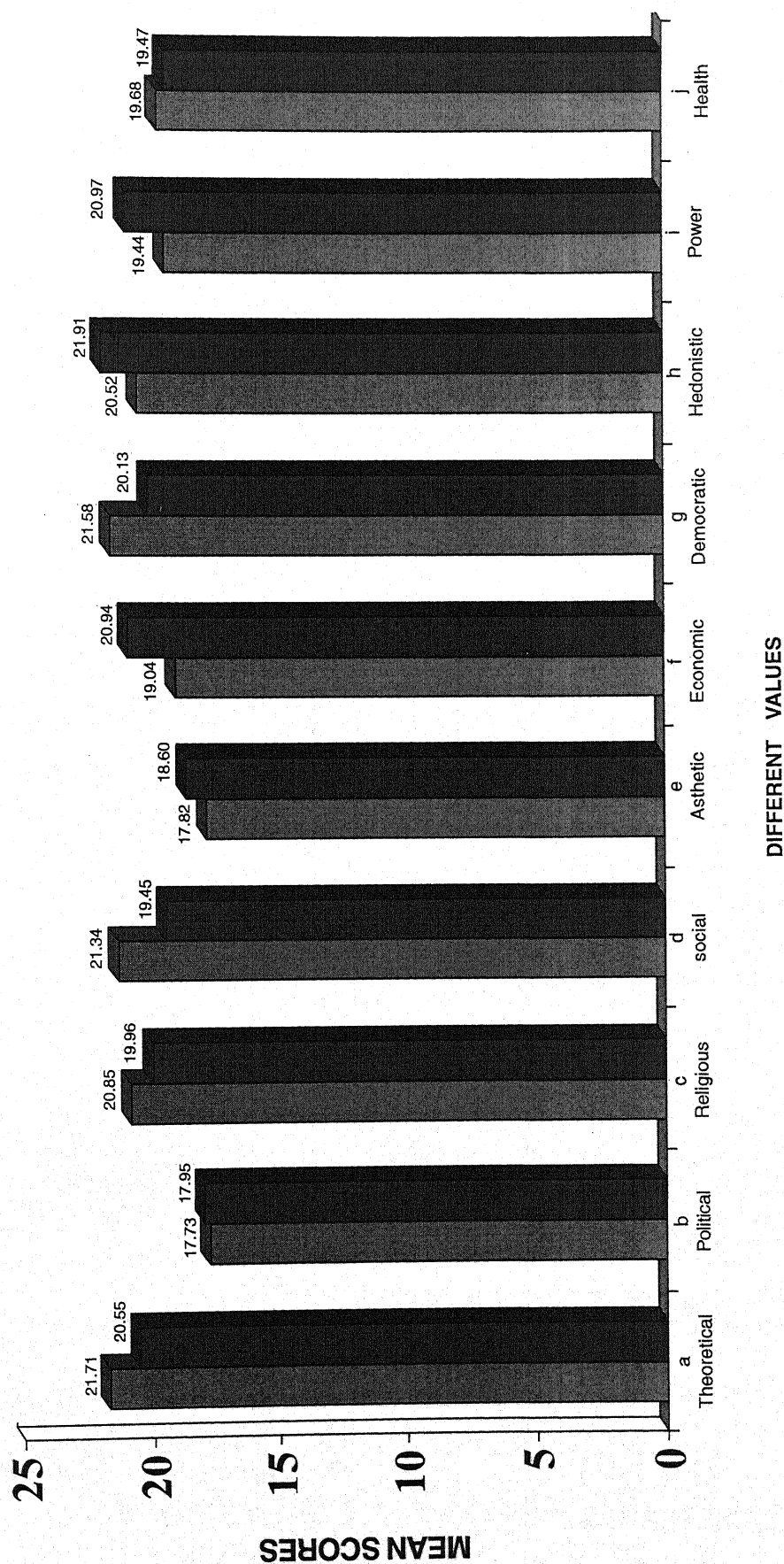
hedonistic (mean 21.91) and power value (mean 20.97) than high self-confidence related adolescents. *The Bar Diagram-16* is also showing the above results.

To study the significant difference between the different values of high self-confidence and low self-confidence related adolescents, the critical ratio were calculated. The critical ratio value required to be significant at 0.01 level is 2.59 and at 0.05 level 1.97 with the degree of freedom 298. It may be observed from table 4.16 that there is significant difference of different values as social value (critical ratio found 3.70), economic value (critical ratio found 3.39), democratic value (critical ratio found 8.59), hedonistic value (critical ratio found 2.89) and power value (critical ratio found 2.64) between the high self-confidence and low self-confidence related adolescents at 0.01 level and theoretical value (critical ratio found 2.52) between the high self-confidence and low self-confidence related adolescents at 0.05 level. But there is no significant difference of values as political (critical ratio found 0.55), religious (Critical ratio found 1.85) asthetic value (critical ratio found 1.95), health value (critical ratio found 0.54) between the high self-confidence and low self-confidence related adolescents at 0.05 level.

Thus the null hypothesis (4.08) stating that "*There is no*

BAR DIAGRAM-16 SHOWING THE DIFFERENT VALUES OF PERSONALITY AS HIGH SELF-CONFIDENCE AND LOW SELF-CONFIDENCE ADOLESCENTS

High Self-confidence
 Low Self-confidence



significant difference between the value patterns of high self-confidence and low self-confidence related adolescents." is rejected. The high self-confidence related adolescents have significantly high values as social and democratic value than low self-confidence related adolescents, while the low self-confidence related adolescents have significantly high values as economic, hedonistic and power value than high self-confidence related adolescents at 0.01 level. The high self-confidence related adolescents have significantly high value as theoretical value than low self-confidence related adolescents at 0.05 level.

4.09 To study the significant difference between the value patterns of high empathy and low empathy related adolescents.

In this section an attempt has been made to study and compare the different value patterns of high empathy and low empathy related adolescents. For this purpose The value test and Multi-variable Personality Inventory were administered on 500 adolescents and found 232 high empathy related adolescents and 131 low empathy related adolescents on the basis of Quartile₃ (Q₃) and Quartile₁ (Q₁) values. The table 4.17 shows the Mean, S.D. and Critical ratio of the different values of high empathy and low empathy related adolescents-

Different Values	High Empathy		Low Empathy		Critical Ratio
	N=232		N=131		
	Mean	S.D.	Mean	S.D.	
a. Theoretical	22.29	3.80	19.50	2.95	6.64 <0.01
b. Political	18.02	3.85	17.51	3.24	1.34 >0.05
c. Religious	21.27	4.23	18.99	3.43	5.56 <0.01
d. Social	22.25	4.16	18.27	3.97	9.04 <0.01
e. Asthetic	18.12	3.59	18.53	2.97	1.17 >0.05
f. Economic	17.46	4.02	23.25	4.17	12.87<0.01
g. Democratic	22.61	4.35	18.62	3.36	9.73 <0.01
h. Hedonistic	19.66	3.91	23.50	3.55	9.60 <0.01
i. Power	18.23	3.94	22.80	4.66	9.52 <0.01
j. Health	19.97	3.53	18.79	2.94	3.47 <0.01

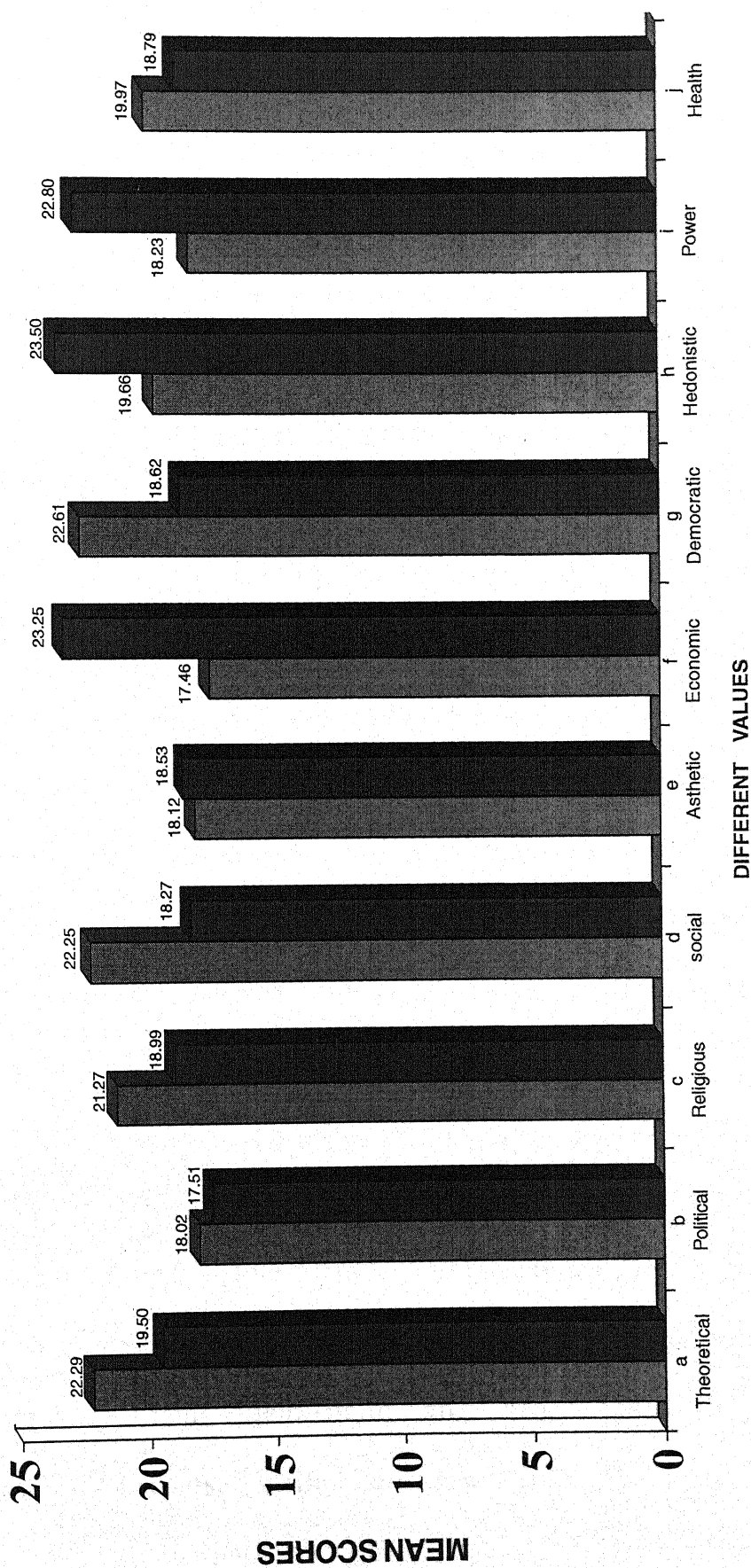
Significant level at 0.05→1.97

at 0.01→2.60

The table 4.17 shows that high empathy related adolescents have high values as theoretical (mean 22.29), political (mean 18.02), religious (mean 21.27), social (mean 22.25), democratic (mean 22.61) and health value (mean 19.97) than low empathy related adolescents. The low empathy related adolescents have also high values as asthetic (mean 18.53), economic (mean 23.25), hedonistic (mean 23.50) and power (mean 22.80) than high empathy related adolescents. The *Bar Diagram-17* is also showing the above results.

BAR DIAGRAM-17 SHOWING THE DIFFERENT VALUES OF PERSONALITY AS HIGH EMPATHY AND LOW EMPATHY ADOLESCENTS

■ *High Empathy*
 ■ *Low Empathy*



To study the significant difference between the different values of high empathy and low empathy related adolescents, the critical ratios were calculated. The critical ratio value required to be significant at 0.01 level is 2.59 and at 0.05 level 1.97 with the degree of freedom 361. It may be observed from table 4.17 that there is significant difference of different values as theoretical value (critical ratio found 6.64), religious value (critical ratio found 5.56), social value (critical ratio found 9.04), economic value (critical ratio found 12.87), democratic value (critical ratio found 9.73), hedonistic value (critical ratio found 9.60), power value (critical ratio found 9.52) and health value (critical ratio found 3.47) between the high empathy and low empathy related adolescents at 0.01 level. But there is no significant difference of values as political value (critical ratio found 1.34) and asthetic value (critical ratio found 1.17) between the high empathy and low empathy related adolescents at 0.05 level.

Thus the null hypothesis (4.09) stating that "*There is no significant difference between the value patterns of high empathy and low empathy related adolescents*". is rejected. The high empathy related adolescent have significantly high values as theoretical, religious, social, democratic and health than low empathy related adolescents, while the low empathy related

adolescents have significantly high values as economic, hedonistic and power value than high empathy related adolescents at 0.01 level.

4.10 To study the significant difference between the value patterns of high dominance and low dominance related adolescents.

In this section an attempt has been made to study and compare the different value patterns of high dominance and low dominance related adolescents. For this purpose The value test and Multi-variable Personality Inventory were administered on 500 adolescents and found 164 high dominance related adolescents and 131 low dominance related adolescents on the basis of Quartile₃ (Q₃) and Quartile₁ (Q₁) values. The table 4.18 shows the Mean, S.D. and Critical ratio of the different values of high dominance and low dominance related adolescents.

Table 4.18 Showing the Mean, SD and Critical ratios of different values between high dominance and low dominance related adolescents-

Different Values	High Dominance		Low Dominance		Critical Ratio
	N=164		N=131		
	Mean	S.D.	Mean	S.D.	
a. Theoretical	20.75	3.90	21.20	3.93	0.98 >0.05
b. Political	18.07	3.52	17.94	3.77	0.30 >0.05
c. Religious	20.55	3.96	20.15	4.28	0.83 >0.05
d. Social	20.60	4.45	20.45	4.43	0.29 >0.05
e. Asthetic	18.40	3.45	18.28	3.31	0.31 >0.05
f. Economic	19.77	5.01	19.99	4.93	0.38 >0.05
g. Democratic	20.57	4.47	20.83	4.43	0.50 >0.05
h. Hedonistic	21.32	4.08	21.12	4.28	0.41 >0.05
i. Power	20.41	4.87	19.99	4.49	0.76 >0.05
j. Health	19.61	3.29	19.66	3.24	0.13 >0.05

Significant level at 0.05→1.97
at 0.01→2.60

The table 4.18 shows that high dominance related adolescents have high values as political (mean 18.07), religious (mean 20.55), social (mean 20.60), asthetic (mean 18.40), hedonistic (mean 21.32) and power value (mean 20.41) than low dominance related adolescents. The low dominance related adolescents have also high values as theoretical (mean 21.20), economic (mean

19.99), democratic (mean 20.83) and health value (mean 19.66) than high dominance related adolescents. *The Bar Diagram-18* is also showing the above results.

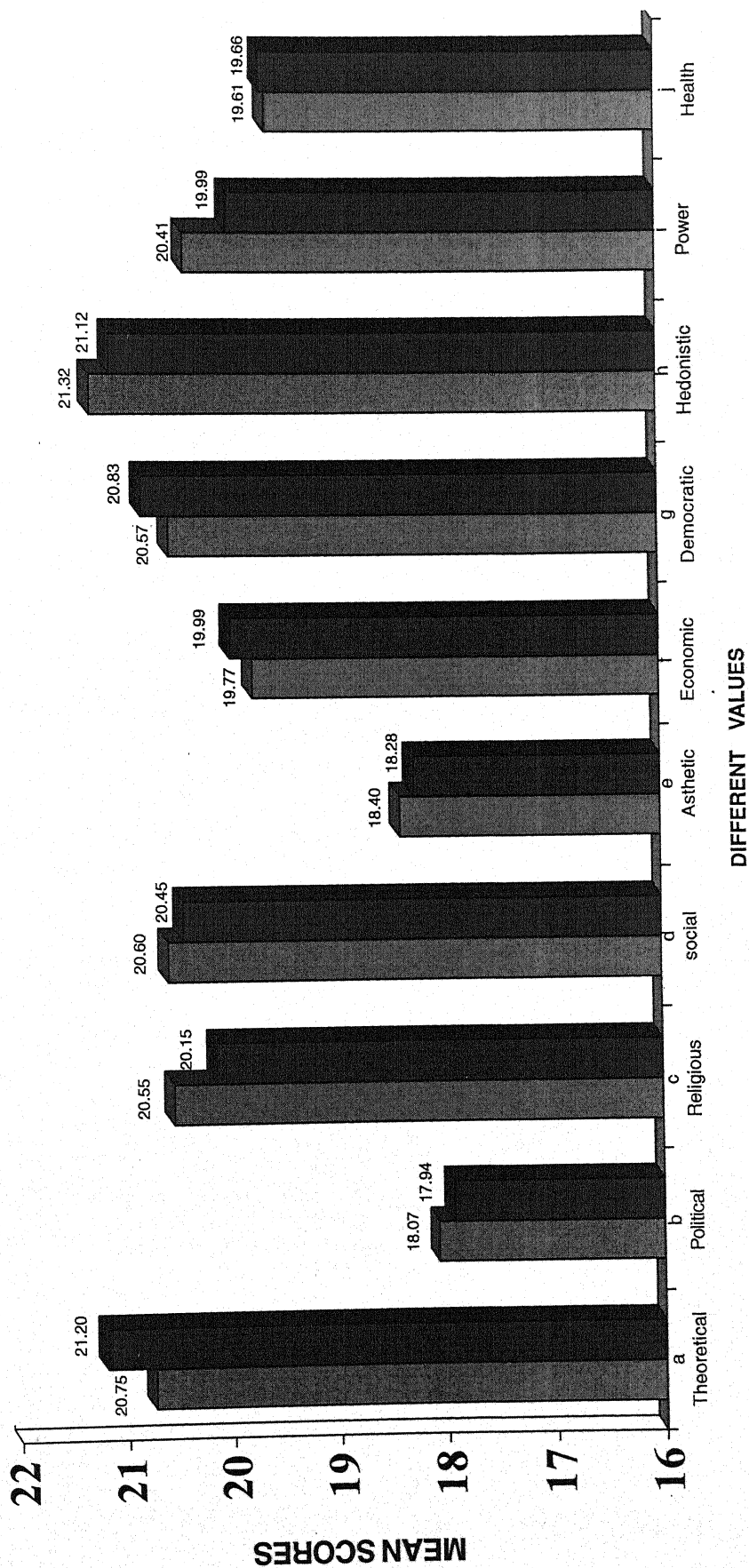
To study the significant difference between the different values of high dominance and low dominance related adolescents, the critical ratio were calculated. The Critical ratio value required to be significant at 0.01 level is 2.59 and at 0.05 level 1.97 with the degree of freedom 293.

It may be observed from table 4.18 that there is no significant difference of different values as theoretical value (critical ratio found 0.98), political value (critical ratio found 0.30), religious value (critical ratio found 0.83), social value (critical ratio found 0.29), asthetic value (critical ratio found 0.31), economic value (critical ratio found 0.38), democratic value (critical ratio found 0.50), hedonistic value (critical ratio found 0.41), power value (critical ratio found 0.76) and health value (critical ratio found 0.13) between the high dominance and low dominance related adolescents at 0.05 level.

Thus the null hypothesis (4.10) stating that "There is no significant difference between the value patterns of high dominance and low dominance related adolescents." is selected.

BAR DIAGRAM-18 SHOWING THE DIFFERENT VALUES OF PERSONALITY AS HIGH DOMINANCE AND LOW DOMINANCE ADOLESCENTS

High Dominance
 Low Dominance



Part E

The effect of gender (male and female) and types of adolescent (non-delinquents and delinquents) on different value patterns

In this section an attempt has been made to study the effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on different values as theoretical political, religious, social, aesthetic, economic, democratic, hedonistic, power and health, 2x2 factorial design was used and analysis of variance was calculated. For this purpose the value test was administered on 125 male and 125 female of non-delinquent adolescents and 125 male and 125 female of delinquents adolescents. The Table 4.19 shows the Mean and S.D. of different sub-groups-

Table 4.19 showing Mean and S.D. of theoretical value among non-delinquent and delinquent male/female adolescents

Sub Groups			Types of Adolescents		Total
			Non-Delinquents	Delinquents	
Gender	Male	N	125	125	250
		Mean	23.79	19.44	21.62
		S.D.	3.80	3.01	4.06
	Female	N	125	125	250
		Mean	21.42	18.61	20.02
		S.D.	3.60	2.74	3.49
Total		N	250	250	500
		Mean	22.61	19.02	20.82
		S.D.	3.88	2.90	3.86

The table 4.19 shows that male adolescents have relatively high theoretical value (mean 21.62) than female adolescents (mean 20.02). The non-delinquent adolescents have also high theoretical value (mean 22.61) than delinquent adolescents (mean 19.02). The Table 4.19 shows that male non-delinquent adolescents have very high theoretical value (mean 23.79), while the female delinquent adolescents have relatively very low theoretical value (mean 18.61).

To find out the effect of gender (male and female) and types of adolescents (non-delinquent and delinquent) on theoretical

value, 2x2 factorial design was used and analysis of variance was calculated. The results are given in Table 4.20-

Table 4.20 F ratio showing the effect of gender (male and female) and types of adolescent (non-delinquent and delinquent) on theoretical value

Source of Variation	Sum of Squares	d.f.	Mean Square	F Ratio
A Gender (Male & Female)	320.00	1	320.00	29.12 <0.01
B Type of Adolescents (Non-Delinquents & Delinquents)	1605.63	1	1605.63	146.13<0.01
AxB Interaction	73.73	1	73.73	6.71 <0.01
Within Group	5449.71	496	10.99	Significant at 0.01→ 6.70 0.05→ 3.86
Total	7449.07	499		

The Table 4.20 shows that the gender (male and female) significantly effect the theoretical value (F ratio found 29.12, which is significant at 0.01 level). The types of adolescents (non-delinquent and delinquent) also significantly effect the theoretical value at 0.01 level (F ratio found 146.13). The interaction effect of gender (male and female) and types of adolescent (non-

delinquent and delinquent) also significantly effect the theoretical value (F ratio found 6.71, which is significant at 0.01 level).

Thus the null hypothesis (5.01) stating that "*There is no significant effect of gender (male and female) and types of adolescent (non-delinquent and delinquent) on theoretical value.*" is rejected. The gender, types of adolescent and their interaction significantly effect the theoretical value.

5.02 The effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on Political Value

The Table 4.21 shows the Mean, S.D. of different sub groups-

Table 4.21 Showing Mean and S.D. of Political Value among non-delinquent and delinquent male and female adolescents.

Sub Groups			Types of Adolescents		Total
			Non-Delinquents	Delinquents	
Gender	Male	N	125	125	250
		Mean	17.36	17.74	17.55
		S.D.	3.86	3.33	3.60
	Female	N	125	125	250
		Mean	19.22	17.91	18.57
		S.D.	3.75	3.15	3.52
Total		N	250	250	500
		Mean	18.29	17.82	18.06
		S.D.	3.91	3.24	3.59

The Table 4.21 shows that female adolescents have relatively high political value (mean 18.57) than male adolescents (mean 17.55). The non-delinquent adolescent have relatively high political value (mean 18.29) than delinquents adolescent (mean 17.82). The Table 4.21 shows that female non-delinquent adolescent have very high political value (mean 19.22), while the male non-delinquent adolescent have relatively very low political value (mean 17.36).

To find out the effect of gender (male and female) and types of adolescent (non-delinquent and delinquent) on political value, 2×2 factorial design was used and analysis of variance was calculated. The results are given in table 4.22-

Table 4.22 F ratio showing the effect of gender (male and female) and types of adolescent (non-delinquent and delinquent) on political value.

Source of Variation	Sum of Squares	d.f.	Mean Square	F Ratio
A				
Gender (Male & Female)	130.05	1	130.05	10.40 <0.01
B				
Types of Adolescents (Non-Delinquents & Delinquents)	27.38	1	27.38	2.19 >0.05
A×B Interaction	89.04	1	89.04	7.12 <0.01
Within Group	6200.85	496	12.50	Significant at 0.01 → 6.70 0.05 → 3.86
Total	6447.32	499		

The table 4.22 showing that the gender (male and female) significantly effect the political value (F ratio found 10.40, which is significant at 0.01 level). The types of adolescent (non delinquent and delinquent) does not significant effect the political value at 0.05 level (F ratio found 2.19). The interaction effect of gender (male and female) and types of adolescent (non-delinquent and delinquent) significantly effect the political value (F ratio

found 7.12, which is significant at 0.01 level).

Thus the null hypothesis (5.02) stating That "*There is no significant effect of gender (male and female) and types of adolescent (non-delinquent and delinquent) on political value*" is rejected. The gender and their interaction with types of adolescent significantly effect the political value. But the types of adolescent does not significantly effect the political value.

5.03 The effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on religious value

The Table 4.23 shows the Mean, S.D. of different sub groups-

Table 4.23 Showing Mean and S.D. of religious value among non-
delinquent and delinquent male and female adolescents.

Sub Groups			Types of Adolescents		Total
			Non-Delinquents	Delinquents	
Gender	Male	N	125	125	250
		Mean	21.50	20.54	21.02
		S.D.	4.23	4.21	4.19
	Female	N	125	125	250
		Mean	20.05	19.06	19.55
		S.D.	4.01	3.63	3.85
Total		N	250	250	500
		Mean	20.78	19.80	20.29
		S.D.	4.18	3.94	4.09

The Table 4.23 shows that male adolescents have relatively high religious value (mean 21.02) than female adolescents (mean 19.55). The non-delinquent adolescent have relatively high religious value (mean 20.78) than delinquents adolescent (mean 19.80). The Table 4.23 shows that male non-delinquent adolescent have very high religious value (mean 21.50), while the female non-delinquent adolescent have relatively very low religious value (mean 19.06).

To find out the effect of gender (male and female) and types of adolescent (non-delinquent and delinquent) on religious value, 2x2 factorial design was used and analysis of variance was

calculated. The results are given in table 4.24-

Table 4.24 F ratio showing the effect of gender (male and female) and types of adolescent (non-delinquent and delinquent) on religious value.

Source of Variation	Sum of Squares	d.f.	Mean Square	F Ratio
A Gender (Male & Female)	270.85	1	270.85	16.90 <0.01
B Types of Adolescents (Non-Delinquents & Delinquents)	119.07	1	119.07	7.43<0.01
A×B Interaction	-3.20	1	-	0.00
Within Group	7950.58	496	16.03	Significant at 0.01→ 6.70 0.05→ 3.86
Total	8340.53	499		

The table 4.24 showing that the gender (male and female) significantly effect the religious value (F ratio found 16.90, which is significant at 0.01 level). The types of adolescent (non delinquent and delinquent) significantly effect the religious value (F ratio found 7.43, which is significantly at 0.01 level). The interaction effect of gender (male and female) and type of adolescent (non-delinquent and delinquent) do not significantly

effect the religious value at 0.05 level

Thus the null hypothesis (5.03) stating that "*There is no significant effect of gender (male and female) and types of adolescent (non-delinquent and delinquent) on religious value*" is rejected. The gender and types of adolescent significantly effect the religious value. But their interaction does not significantly effect the religious value.

5.04 The effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on social value

The Table 4.24 shows the Mean, S.D. of different sub groups-

Table 4.24 Showing Mean and S.D. of social value among non-delinquent and delinquent male and female adolescents.

Sub Groups			Types of Adolescents		Total
			Non-Delinquents	Delinquents	
Gender	Male	N	125	125	250
		Mean	22.82	19.01	20.92
		S.D.	4.09	3.84	4.40
	Female	N	125	125	250
		Mean	22.11	17.86	19.98
		S.D.	4.10	3.60	4.40
Total		N	250	250	500
		Mean	22.47	18.43	20.45
		S.D.	4.10	3.76	4.42

The Table 4.24 shows that male adolescents have relatively high social value (mean 20.92) than female adolescents (mean 19.98). The non-delinquent adolescent have relatively high social value (mean 22.47) than delinquents adolescent (mean 18.43). The Table 4.25 shows that male non-delinquent adolescent have very high social value (mean 22.82), while the female delinquent adolescent have relatively very low social value (mean 17.86).

To find out the effect of gender (male and female) and types of adolescent (non-delinquent and delinquent) on social

value, 2×2 factorial design was used and analysis of variance was calculated. The results are given in table 4.26-

Table 4.26 F ratio showing the effect of gender (male and female) and types of adolescent (non-delinquent and delinquent) on social value.

Source of Variation	Sum of Squares	d.f.	Mean Square	F Ratio
A Gender (Male & Female)	108.58	1	108.58	7.08 <0.01
B Types of Adolescents (Non-Delinquents & Delinquents)	2036.16	1	2036.16	132.83<0.01
A×B Interaction	6.05	1	6.05	0.39 >0.05
Within Group	7602.96	496	15.33	Significant at 0.01→ 6.70 0.05→ 3.86
Total	9753.75	499		

The table 4.26 showing that the gender (male and female) significantly effect the social value (F ratio found 7.08, which is significant at 0.01 level). The types of adolescent (non-delinquent and delinquent) significant effect the social value (F ratio found 132.83, which is significantly at 0.01 level). The interaction effect of gender (male and female) and types of adolescent (non-

delinquent and delinquent) do not significantly effect the social value at 0.01 level (F ratio found 0.39).

Thus the null hypothesis (5.04) stating that "*There is no significant effect of gender (male and female) and types of adolescent (non-delinquent and delinquent) on social value*" is rejected. The gender and types of adolescent significantly effect of the social value. But their interaction does not significantly effect the social value.

5.05 The effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on asthetic value

The Table 4.27 shows the Mean, S.D. of different sub groups-

Table 4.27 Showing Mean and S.D. of asthetic value among non-delinquent and delinquent male and female adolescents.

Sub Groups			Types of Adolescents		Total
			Non-Delinquents	Delinquents	
Gender	Male	N	125	125	250
		Mean	18.01	18.66	18.34
		S.D.	3.24	3.39	3.33
	Female	N	125	125	250
		Mean	18.72	18.38	18.55
		S.D.	3.99	2.79	3.44
Total		N	250	250	500
		Mean	18.36	18.52	18.44
		S.D.	3.65	3.10	3.38

The Table 4.27 shows that female adolescents have relatively high asthetic value (mean 18.55) than male adolescents (mean 18.34). The delinquent adolescent have relatively high asthetic value (mean 18.52) than non-delinquents adolescent (mean 18.36). The Table 4.27 shows that female non-delinquent adolescent have very high asthetic value (mean 18.72), while the male non-delinquent adolescent have relatively very low asthetic value (mean 18.01).

To find out the effect of gender (male and female) and types of adolescent (non-delinquent and delinquent) on asthetic value, 2×2 factorial design was used and analysis of variance was calculated. The results are given in table 4.28-

Table 4.28 F ratio showing the effect of gender (male and female) and types of adolescent (non-delinquent and delinquent) on asthetic value.

Source of Variation	Sum of Squares	d.f.	Mean Square	F Ratio
A Gender (Male & Female)	5.62	1	5.62	0.49 >0.05
B Type of Adolescents (Non-Delinquents & Delinquents)	3.04	1	3.04	0.27 >0.05
A×B Interaction	31.25	1	31.25	2.74 >0.05
Within Group	5667.41	496	11.43	Significant at 0.01→ 6.70 0.05→ 3.86
Total	5707.32	499		

The table 4.28 showing that the gender (male and female) does not significantly effect the asthetic value at 0.05 level (F ratio found 0.49). The types of adolescent (non-delinquent and delinquent) also dose not significantly effect the asthetic value at

0.05 level (F ratio found 0.27). The interaction effect of gender (male and female) and types of adolescent (non-delinquent and delinquent) also do not significantly effect the asthetic value at 0.05 level (F ratio found 2.74).

Thus the null hypothesis (5.05) stating that "*There is no significant effect of gender (male and female) and types of adolescent (non-delinquent and delinquent) on asthetic value*" is selected. The gender and types of adolescent and their interaction do not significantly effect the asthetic value.

5.06 The effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on economic value

The Table 4.29 shows the Mean, S.D. of different sub groups-

Table 4.29 Showing Mean and S.D. of economic value among non-delinquent and delinquent male and female adolescents.

Sub Groups			Types of Adolescents		Total
			Non-Delinquents	Delinquents	
Gender	Male	N	125	125	250
		Mean	16.51	22.06	19.28
		S.D.	3.57	4.38	4.86
	Female	N	125	125	250
		Mean	17.50	24.01	20.76
		S.D.	3.61	3.46	4.81
Total		N	250	250	500
		Mean	17.01	23.03	20.02
		S.D.	3.62	4.06	4.88

The Table 4.29 shows that female adolescents have relatively high economic value (mean 20.76) than male adolescents (mean 19.28). The delinquent adolescent have also high economic value (mean 23.03) than non-delinquents adolescent (mean 17.01). The Table 4.29 shows that female delinquent adolescent have very high economic value (mean 24.01), while the male non-delinquent adolescent have relatively very low economic value (mean 16.51).

To find out the effect of gender (male and female) and

types of adolescent (non-delinquent and delinquent) on economic value, 2×2 factorial design was used and analysis of variance was calculated. The results are given in table 4.30-

Table 4.30 F ratio showing the effect of gender (male and female) and types of adolescent (non-delinquent and delinquent) on economic value.

Source of Variation	Sum of Squares	d.f.	Mean Square	F Ratio
A Gender (Male & Female)	270.85	1	270.85	19.00 <0.01
B Type of Adolescents (Non-Delinquents & Delinquents)	4536.07	1	4536.07	318.23 <0.01
A×B Interaction	28.80	1	28.80	2.02 >0.05
Within Group	7070.08	496	14.25	Significant at 0.01 → 6.70 0.05 → 3.86
Total	11905.80	499		

The table 4.30 showing that the gender (male and female) significantly effect the economic value (F ratio found 19.00, which is significant at 0.01 level). The types of adolescent (non-delinquent and delinquent) also significant effect the economic value at 0.01 level (F ratio found 318.23). The interaction effect

of gender (male and female) and types of adolescent (non-delinquent and delinquent) do not significant effect the economic value (F ratio found 2.02, which is not significant at 0.05 level).

Thus the null hypothesis (5.06) stating that "*There is no significant effect of gender (male and female) and types of adolescent (non-delinquent and delinquent) on economic value*" is rejected. The gender, types of adolescent significantly effect the econmoic value. But their interaction does not significantly effect the economic value.

5.07 The effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on democratic value

The Table 4.31 shows the Mean, S.D. of different sub groups-

Table 4.31 Showing Mean and S.D. of democratic value among non-delinquent and delinquent male and female adolescents.

Sub Groups			Types of Adolescents		Total
			Non-Delinquents	Delinquents	
Gender	Male	N	125	125	250
		Mean	22.97	19.11	21.04
		S.D.	3.74	3.77	4.22
	Female	N	125	125	250
		Mean	22.53	18.10	20.31
		S.D.	4.36	3.35	4.47
Total		N	250	250	500
		Mean	22.75	18.60	22.68
		S.D.	4.06	3.60	4.36

The Table 4.31 shows that male adolescents have relatively high democratic value (mean 21.04) than female adolescents (mean 20.31). The non-delinquent adolescents have relatively very high democratic value (mean 22.75) than delinquent adolescents (mean 18.60). The Table 4.31 shows that male non-delinquent adolescent have very high democratic value (mean 22.97), while the female delinquent adolescent have relatively very low democratic value (mean 18.10).

To find out the effect of gender (male and female) and

types of adolescent (non-delinquent and delinquent) on democratic value, 2×2 factorial design was used and analysis of variance was calculated. The results are given in table 4.32-

Table 4.32 F ratio showing the effect of gender (male and female) and types of adolescent (non-delinquent and delinquent) on democratic value.

Source of Variation	Sum of Squares	d.f.	Mean Square	F Ratio
A Gender (Male & Female)	66.25	1	66.25	4.53 <0.05
B Type of Adolescents (Non-Delinquents & Delinquents)	2146.59	1	2146.59	146.81<0.01
A×B Interaction	10.37	1	10.37	0.71 >0.05
Within Group	7252.30	496	14.62	Significant at 0.01→ 6.70 0.05→ 3.86
Total	9475.51	499		

The table 4.32 showing that the gender (male and female) significantly effect the democratic value (F ratio found 4.53, which is significant at 0.05 level. The types of adolescent (non-delinquent and delinquent) significantly effect the democratic value (F ratio found 146.81, which is significant at 0.01 level).

The interaction effect of gender (male and female) and types of adolescent (non-delinquent and delinquent) do not significant effect of democratic value at 0.05 level (F ratio found 0.71).

Thus the null hypothesis (5.07) stating That "There is no significant effect of gender (male and female) and types of adolescent (non-delinquent and delinquent) on democratic value" is rejected. The gender, types of adolescent significantly effect the democratic value. But their interaction does not significantly effect the democratic value.

5.08 The effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on hedonistic value

The Table 4.33 shows the Mean, S.D. of different sub groups-

Table 4.33 Showing mean and S.D. of hedonistic value among non-delinquent and delinquent male and female adolescents.

Sub Groups			Types of Adolescents		Total
			Non-Delinquents	Delinquents	
Gender	Male	N	125	125	250
		Mean	19.06	22.02	20.54
		S.D.	3.30	4.14	4.02
	Female	N	125	125	250
		Mean	19.54	23.62	21.58
		S.D.	3.69	3.57	4.16
Total		N	250	250	500
		Mean	19.30	22.82	21.06
		S.D.	3.50	3.94	4.12

The Table 4.33 shows that female adolescents have relatively high hedonistic value (mean 21.58) than male adolescents (mean 20.54). The delinquent adolescent have relative high hedonistic value (mean 22.82) than non-delinquents adolescent (mean 19.30). The Table 4.33 shows that female delinquent adolescent have very high hedonistic value (mean 23.62), while the male non-delinquent adolescent have relatively very low hedonistic value (mean 19.06).

To find out the effect of gender (male and female) and

types of adolescent (non-delinquent and delinquent) on hedonistic value, 2×2 factorial design was used and analysis of variance was calculated. The results are given in table 4.34-

Table 4.34 F ratio showing the effect of gender (male and female) and types of adolescent (non-delinquent and delinquent) on hedonistic value.

Source of Variation	Sum of Squares	d.f.	Mean Square	F Ratio
A Gender (Male & Female)	134.16	1	134.16	9.86 <0.01
B Type of Adolescents (Non-Delinquents & Delinquents)	1545.28	1	1545.28	113.53<0.01
A×B Interaction	38.64	1	38.64	2.84 >0.05
Within Group	6750.99	496	13.61	Significant at 0.01→ 6.70 0.05→ 3.86
Total	8469.08	499		

The table 4.34 showing that the gender (male and female) significantly effect the hedonistic value (F ratio found 9.86, which is significant at 0.01 level). The types of adolescent (non-delinquent and delinquent) also significantly effect the hedonistic value (F ratio found 113.53 which is significant at 0.01 level).

The interaction effect of gender (male and female) and types of adolescent (non-delinquent and delinquent) do not significantly effect the hedonistic value at 0.05 level (F ratio found 2.84).

Thus the null hypothesis (5.08) stating That "There is no significant effect of gender (male and female) and types of adolescent (non-delinquent and delinquent) on hedonistic value" is rejected. The gender, types of adolescent significantly effect the hedonistic value. But their interaction do not significantly effect the hedonistic value.

5.09 The effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on power value

The Table 4.35 shows the Mean, S.D. of different sub groups-

Table 4.35 Showing mean and S.D. of power value among non-delinquent and delinquent male and female adolescents.

Sub Groups			Types of Adolescents		Total
			Non-Delinquents	Delinquents	
Gender	Male	N	125	125	250
		Mean	13.36	21.80	19.58
		S.D.	3.58	4.74	4.74
	Female	N	125	125	250
		Mean	18.60	23.05	20.82
		S.D.	3.82	4.35	4.65
Total		N	250	250	500
		Mean	17.98	22.42	20.20
		S.D.	3.75	4.58	4.74

The Table 4.35 shows that female adolescents have relatively high power value (mean 20.82) than male adolescents (mean 19.58). The delinquent adolescent have relative high power value (mean 22.42) than non-delinquents adolescent (mean 17.98). The Table 4.35 shows that female delinquent adolescent have very high power value (mean 23.05), while the male non-delinquent adolescent (mean 13.36) have low power value.

To find out the effect of gender (male and female) and

types of adolescent (non-delinquent and delinquent) on power value, 2×2 factorial design was used and analysis of variance was calculated. The results are given in table 4.36-

Table 4.36 F ratio showing the effect of gender (male and female) and types of adolescent (non-delinquent and delinquent) on power value.

Source of Variation	Sum of Squares	d.f.	Mean Square	F Ratio
A Gender (Male & Female)	193.44	1	193.44	11.25 <0.01
B Type of Adolescents (Non-Delinquents & Delinquents)	2468.64	1	2468.64	143.57<0.01
A×B Interaction	-	1	-	-
Within Group	8528.51	496	17.19	Significant at 0.01→ 6.70 0.05→ 3.86
Total	11190.60	499		

The table 4.36 showing that the gender (male and female) significantly effect the power value (F ratio found 11.25, which is significant at 0.01 level). The types of adolescent (non-delinquent and delinquent) also significantly effect the power value (F ratio found 143.57 which is significant at 0.01 level). The interaction

effect of gender (male and female) and typea of adolescent (non-delinquent and delinquent) do not significantly effect the power value at 0.05 level.

Thus the null hypothesis (5.09) stating that "*There is no significant effect of gender (male and female) and types of adolescent (non-delinquent and delinquent) on power value*" is rejected. The gender and types of adolescent significantly effect the power value. But their interaction do not significantly effect the power value.

5.10 The effect of gender (male and female) and types of adolecents (non-delinquent and delinquent) on Health value.

The table 4.37 shows the Mean, SD of different sub groups-

Table 4.37 Showing mean and SD of Health value among non-delinquent and delinquent male and female adolescents.

Sub Groups			Types of Adolescents		Total
			Non-Delinquents	Delinquents	
Gender	Male	N	125	125	250
		Mean	20.18	19.39	19.78
		S.D.	3.31	2.74	3.06
	Female	N	125	125	250
		Mean	20.01	18.89	19.45
		S.D.	3.93	2.81	3.45
Total		N	250	250	500
		Mean	20.09	19.14	19.62
		S.D.	3.63	2.78	3.26

The table 4.37 shows that male adolescent have relatively high health value (mean 19.78) than female adolescents (mean 19.45). The non-delinquent adolescent have relatively high health value (mean 20.09) than delinquent adolescent (mean 19.14). The table 4.37 shows that male non-delinquent adolescent have very high health value (mean 20.18), while the female delinquent adolescent have relatively very low health value (mean 18.89).

To find out the effect of gender (male and female) and

types of adolescent (non-delinquent and delinquent) on Health value, 2×2 factorial design was used and analysis of variance was calculated. The results are given in table 4.38-

Table 4.38-F ratio showing the effect of gender (male and female) and types of adolescent (non-delinquent and delinquent) on Health value.

Source of Variation	Sum of Squares	d.f.	Mean Square	F Ratio
A Gender (Male & Female)	14.11	1	14.11	1.35 >0.05
B Type of Adolescents (Non-Delinquents & Delinquents)	113.29	1	113.29	10.85 <0.01
A×B Interaction	3.53	1	3.53	0.34 >0.05
Within Group	5179.34	496	10.44	Significant at 0.01 → 6.70 0.05 → 3.86
Total	5310.27	499		

The table 4.38 showing that the gender (male and female) does not significantly effect the health value at 0.05 level (F ratio found 1.35). The types of adolescent (non-delinquent and delinquent) significantly effect the health value (F ratio found 10.85, which is significant at 0.01 level). The intraction effect of gender (male and female) and types of adolescent (non-delinquent

and delinquent) do not significantly effect at 0.05 level. (F rati found 0.34).

Thus the null hypothesis (5.10) stating that "*There is no significant effect of gender (male and female) and types of adolecetns (non-delinquent and delinquent) on health value*" is rejected. The types of adolescent significantly effect the health value. But gender and interaction do not significantly effect the health value.

Part F

The significant effect of gender (male and female) and mental health (good, average and poor) on different value patterns.

In this section an attempt has been made to study the effect of gender (male and female) and mental health (good, average and poor) on different value patterns. To find out the effect of gender (male and female) and mental health (good, average and poor), 2×3 factorial design was used and analysis of variance was calculated. The results are given in Table 4.39-

Table 4.39 : Showing the effect of Gender (Male and Female) and Mental Health (Good, Average & poor) on different values

COMBINED SUMMARY OF 2 WAY ANOVA

Source of Variation	d.f.	Theoretical Value		Political Value		Religious Value		Social Value		Aesthetic Value		Economic Value		Democratic Value		Hedonistic Value		Power Value		Health Value	
		MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio
A Gender (Male & Female)	1	269.33		40.52		120.16		70.56		46.69		56.48		55.96		35.97		201.21			
		19.83**		3.21		7.57**		3.82		4.13*		2.61		3.09		2.25		9.47**			0.65
B Mental Health (Good, Average & Poor)	2	125.70		26.26		84.85		229.98		29.11		295.06		209.56		210.01		210.57			9.46
		9.26**		2.08		5.35**		12.44**		2.57		13.62**		11.58**		13.14**		9.91**			0.89
AxB Interaction	2	67.99		11.28		21.38		10.74		32.00		132.18		22.61		3.80		27.86			2.40
		5.01**		0.89		1.35		0.58		2.83		6.10**		1.25		0.24		1.31			0.22
SS Within Cells	494	13.58		12.61		15.87		18.49		11.31		21.67		18.10		15.98		21.25			10.67

d.f. 1,494 ** Significant at 0.01 Level (6.70)

* Significant at 0.05 Level (3.86)

d.f. 2,494 ** Significant at 0.01 Level (4.66)

* Significant at 0.05 Level (3.02)

It is evident from table 4.39 that the gender (male and female) significantly effect the different values as theoretical (F ratio found 19.83), religious (F ratio found 7.57) and power value (F ratio found 9.47) at 0.01 level. The gender also significantly effect the asthetic value at 0.05 level (F ratio found 4.13). But the gender (male and female) does not significantly effect the other values as political (F ratio found 3.21), social (F ratio found 3.82), economic (F ratio found 2.61), democratic (F ratio found 3.09), hedonistic (F ratio found 2.25) and health value (F ratio found 0.65) at 0.05 level.

The mental health (good, average and poor) also significantly effect the different values as theoretical (F ratio found 9.26), religious (F ratio found 5.35), social value (F ratio found 12.44), economic value (F ratio found 13.62), democratic value (F ratio found 11.58), hedonistic value (F ratio found 13.14) and power value (F ratio found 9.91) at 0.01 level. The mental health does not significantly effect the values as political (F ratio found 2.08), asthetic value (F ratio found 2.57) and health value (F ratio found 0.89) at 0.05 level.

The interaction effect of gender (male and female) and mental health (good, average and poor) significantly effect the values as theorestical (F ratio found 5.01) and economic value (F

ratio found 6.10) at 0.01 level. But the interaction effect of gender and mental health do not significantly effect the different other values as political (F ratio found 0.89), religious (F ratio found 1.35), social (F ratio found 0.58), asthetic (F ratio found 2.83), democratic (F ratio found 1.25), hedonistic (F ratio found 0.24), power value (F ratio found 1.31) and health value (F ratio found 0.22) at 0.05 level.

Thus the null hypothesis (6) stating that "*There is no significant effect of gender (male and female) and mental health (good, average and poor) on different value patterns*". is rejected. The gender, mental health and its interaction significantly effect the different values.

6.01 To study the significant effect of gender (male and female) and mental health as realistic (good, average and poor) on different value patterns.

In this section an attempt has been made to study the effect of gender (male and female) and mental health as realistic (good, average and poor) on different value patterns. To find out the effect of gender (male and female) and mental health as realistic (good, average and poor), 2x3 factorial design was used and analysis of variance was calculated. The results are given in Table 4.40-

Table 4.40 : Showing the effect of Gender (Male and Female) and Mental Health as realistic (Good, Average & poor) on different values

COMBINED SUMMARY OF 2 WAY ANOVA

Source of Variation	d.f.	Theoretical Value		Political Value		Religious Value		Social Value		Aesthetic Value		Economic Value		Democratic Value		Hedonistic Value		Power Value		Health Value	
		MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio
A Gender (Male & Female)	1	286.94		102.84		210.35		98.10		13.69		162.29		65.72		53.65		180.89		0.31	
		20.94**		8.07**		13.16**		5.33*		1.20		7.69**		3.64		3.42		8.70**		0.03	
B Mental Health as Realistic (Good, Average & Poor)	2	144.51		1.10		51.17		254.54		11.36		457.79		233.86		290.55		311.35		70.08	
		10.56**		0.08		3.20*		13.83**		0.99		21.70**		12.94**		18.54**		14.97**		6.80**	
AxB Interaction	2	13.69		3.04		30.28		9.08		10.84		116.83		10.20		13.40		22.17		35.78	
		1.00		0.24		1.89		0.49		0.95		5.54**		0.56		0.86		1.07		3.47*	
SS Within Cells	494	13.70		12.75		15.98		18.40		11.45		21.09		18.08		15.67		20.80		10.30	

d.f. 1,494 ** Significant at 0.01 Level (6.70)

* Significant at 0.05 Level (3.86)

d.f. 2,494 ** Significant at 0.01 Level (4.66)

* Significant at 0.05 Level (3.02)

It is evident from table 4.40 that the gender (male and female) significantly effect the different values as theoretical value (F ratio found 20.94), political value (F ratio found 8.07), religious value (F ratio found 13.16), economic value (F ratio found 7.69) and power value (F ratio found 8.70) at 0.01 level, The gender also significantly effect the social value (F ratio found 5.33) at 0.05 level. But the gender (male and female) does not significantly effect the others values as asthetic value (F ratio found 1.20), democratic value (F ratio found 3.64), hedonistic value (F ratio found 3.42) and health value (F ratio found 0.03) at 0.05 level.

The mental health as realistic (good, average and poor) also significantly effect the different values as theoretical value (F ratio found 10.56), social value (F ratio found 13.83), economic value (F ratio found 21.70), democratic value (F ratio found 12.94), hedonistic value (F ratio found 18.54), power value (F ratio found 14.97) and health value (F ratio found 6.80) at 0.01 level.

The mental health as realistic also significantly effect the

religious value (F ratio found 3.20) at 0.05 level. The mental health as realistic does not significantly effect the values as political value (F ratio found 0.08), and asthetic value (F ratio found 0.99) at 0.05 level.

The interaction effect of gender (male and female) and mental health as realistic (good, average, and poor) significantly effect the economic value (F ratio found 5.54) at 0.01 level. The interaction effect of gender (male and female) and mental health as realistic (good, average and poor) significantly effect the health value (F ratio found 3.47) at 0.05 level. But the interaction effect of gender and mental health a realistic do not significantly effect the different others values as theoretical value (F ratio found 1.00), political value (F ratio found 0.24), religious value (F ratio found 1.89), social value (F ratio found 0.49), asthetic value (F ratio found 0.95), democratic value (F ratio fund 0.56), hedonistic value (F ratio found 0.86) and power value (F ratio found 1.07) at 0.05 level.

Thus the null hypothesis (6.01) stating that *"There is no significant effect of gender (male and female) and mental health*

as realistic (good, average and poor) on different value patterns".

is rejected. The gender, mental health as realistic and its interaction significantly effect the different values.

6.02 To study the significant effect of gender (male and female) and mental health as joyful living (good, average and poor) on different value patterns.

In this section an attempt has been made to study the effect of gender (male and female) and mental health as joyful living (good, average and poor) on different value patterns. To find out the effect of gender (male and female) and mental health as joyful living (good, average and poor), 2×3 factorial Design was used and analysis of variance was calculated. The results are given in table 4.41

Table 4.41 : Showing the effect of Gender (Male and Female) and Mental Health as Joyful living (Good, Average & poor) on different values

COMBINED SUMMARY OF 2 WAY ANOVA

Source of Variation	d.f.	Theoretical Value		Political Value		Religious Value		Social Value		Aesthetic Value		Economic Value		Democratic Value		Hedonistic Value		Power Value		Health Value	
		MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio
A Gender (Male & Female)	1	253.15		121.11		202.83		67.15		8.13		123.78		33.12		38.22		150.94		6.05	
		17.87**		9.58**		12.44**		3.52		0.71		5.50*		1.77		2.39		6.94**		0.59	
B Mental Health as joyful living (Good, Average & Poor)	2	14.77		6.18		6.13		50.25		2.39		52.51		39.28		86.27		53.75		96.02	
		1.04		0.49		0.38		2.63		0.21		2.33		2.10		5.40**		2.47		9.36**	
AxB Interaction	2	31.86		22.05		3.72		58.59		3.21		195.25		45.24		132.43		64.75		26.10	
		2.25		1.74		0.23		3.07*		0.28		8.67**		2.42		8.28**		2.98		2.54	
SS Within Cells	494	14.17		12.65		16.30		19.08		11.52		22.52		18.70		15.98		21.73		10.26	

d.f. 1,494 ** Significant at 0.01 Level (6.70)

* Significant at 0.05 Level (3.86)

d.f. 2,494 ** Significant at 0.01 Level (4.66)

* Significant at 0.05 Level (3.02)

In is evident from table 4.41 that the gender (male and female) significantly effect the different values as theoretical value (F ratio found 17.87), political value (F ratio found 9.58), religious value (F ratio found 12.44), power value (F ratio found 6.94) at 0.01 level. The gender also significantly effect the economic value at 0.05 level (F ratio found 5.50). But the gender male and female) does not significantly effect the other values as social value (F ratio found 3.52), asthetic value (F ratio found 0.71), democratic value (F ratio found 1.77), hedonistic value (F ratio found 2.39) and health value (F ratio found 0.59) at 0.05 level.

The mental health as joyful living (good, average and poor) also significantly effect the different values as hedonistic value (F ratio found 5.40) and health value (F ratio found 9.39) at 0.01 level. The mental health as joyful living also significantly effect the economic value at 0.05 level (F ratio found 2.33). The mental health as joyful living does not significantly effect the values as theoretical value (F ratio found 1.04), political value (F ratio found 0.49), religious value (F ratio found 0.38) social value (F

ratio found 2.63), aesthetic value (F ratio found 0.21), democratic value (F ratio found 2.10) and power value (F ratio found 2.47) at 0.05 level.

the interaction effect of gender (male and female) and mental health as joyful living (good, average and poor) significantly effect the values as economic value (F ratio found 8.67) and hedonistic value (F ratio found 8.28) at 0.01 level. The interaction effect of gender (male and female) and mental health as joyful living (good, average and poor) significantly effect the values as social value (F ratio found 3.07) at 0.05 level But the interaction effect of gender and mental health as joyful living do not significantly effect the different others values as theoretical value (F ratio found 2.25), political value (F ratio found 1.74), religious value (F ratio found 0.23), aesthetic value (F ratio found 0.28), democratic value (F ratio found 2.42), power value (F ratio found 2.98) and health value (F ratio found 2.54) at 0.05 level.

Thus the null hypothesis (6.02) stating that *"There is no significant effect of gender (male and female) and mental health as joyful living (good, average and poor) on different value*

patterns". is rejected. The gender, mental health as joyful living and its interaction significantly effect the different values.

6.03 To study the significant effect of gender (male and female) and mental health as autonomy (good, average and poor) on different value patterns.

In this section an attempt has been made to study the effect of gender (male and female) and mental health as autonomy (good, average and poor) on different value patterns. To find out the effect of gender (male and female) and mental health as autonomy (good, average and poor), 2×3 factorial design was used and analysis of variance was calculated. The results are given in table 4.42.

Table 4.42 : Showing the effect of Gender (Male and Female) and Mental Health as Autonomy (Good, Average & poor) on different values

COMBINED SUMMARY OF 2 WAY ANOVA

Source of Variation	d.f.	Theoretical Value		Political Value		Religious Value		Social Value		Aesthetic Value		Economic Value		Democratic Value		Hedonistic Value		Power Value		Health Value	
		MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio
A Gender (Male & Female)	1	174.62		167.60		184.74		105.70		4.38		204.88		13.19		47.63		50.77		15.43	
		12.44**		13.24**		11.45**		5.46*		0.38		8.95**		0.71		2.89		2.37		1.44	
B Mental Health as autonomy (Good, Average & Poor)	2	46.26		12.04		44.69		23.28		19.07		132.29		87.48		91.61		110.67		0.62	
		3.30*		0.95		2.78		1.20		1.66		5.78		4.72**		5.55**		5.17**		0.06	
AxB Interaction	2	44.25		15.36		6.18		17.70		1.01		32.33		57.80		5.69		96.58		1.39	
		3.15*		1.21		0.38		0.91		0.09		1.41		3.12*		0.34		4.51*		0.13	
SS Within Cells	494	14.03		12.66		16.13		19.35		11.46		22.90		18.50		16.50		21.40		10.71	

d.f. 1,494 ** Significant at 0.01 Level (6.70)

* Significant at 0.05 Level (3.86)

d.f. 2,494 ** Significant at 0.01 Level (4.66)

* Significant at 0.05 Level (3.02)

It is evident from Table 4.42 that the gender (male and female) significantly effect the different values as theoretical value (F ratio found 12.44), political value (F ratio found 13.24), religious value (F ratio found 11.45) and economic value (F ratio found 8.95) at 0.01 level. The gender also significantly effect the social value at 0.05 level (F ratio found 5.46). But the gender (male and female) does not significantly effect the others values as asthetic value (F ratio found 0.38), democratic value (F ratio found 0.71), hedonistic value (F ratio found 2.89), power value (F ratio found 2.37) and health value (F ratio found 1.44) at 0.05 level.

The mental health as autonomy (good, average and power) also significantly effect the different values as economic value (F ratio found 5.78), democratic value (F ratio found 4.72), hedonistic value (F ratio found 5.55) and power value (F ratio found 5.17) at 0.01 level. The mental health as autonomy also significantly effect the theoretical value (F ratio found 3.30) at 0.05 level.

The mental health as autonomy does not significantly effect the values as political value (F ratio found 0.95), religious value (F ratio found 2.78), social value (F ratio found 1.20), asthetic value (F ratio found 1.66) and health value (F ratio found 0.06) at 0.05 level.

The interaction effect of gender (male and female) and mental health as autonomy (good, average and poor) significantly effect the values as theoretical (F ratio found 3.15), democratic

value (F ratio found 3.12) and power value (F ratio found 4.51) at 0.05 level. But the intraction effect of gender and mental health as autonomy do not significantly effect the different others values as political value (F ratio found 1.21), religious value (F ratio found 0.38), Social value (F ratio found 0.91), asthetic value (F ratio found 0.09), economic value (F ratio found 1.41), hedonistic value (F ratio found 0.34) and health value (F ratio found 0.13) at 0.05 level.

Thus the null hypothesis (6.03) stating that *"There is no significant effect of gender (male and female) and mental health as autonomy (good, average and poor) on different value patterns."* is rejected. The gender, mental health as autonomy and its intraction significantly effect the different value.

6.04 To study the significant effect of gender (male and female) and mental health as emotional stability (good, average and poor) on differetn value patterns.

In this section an attempt has been made to study the effect of gender (male and female) and mental health as emotional stability (good, average and poor) on different value patterns. To find out the effect of gender (male and female) and mental health as emotional stability (good, average and poor), 2×3 factorial design was used and analysis of variance was calculated. The results are given in table 4.43-

Table 4.43 : Showing the effect of Gender (Male and Female) and Mental Health as emotional stability (Good, Average & poor) on different values

COMBINED SUMMARY OF 2 WAY ANOVA

Source of Variation	d.f.	Theoretical Value		Political Value		Religious Value		Social Value		Aesthetic Value		Economic Value		Democratic Value		Hedonistic Value		Power Value		Health Value	
		MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio
A Gender (Male & Female)	1	300.01		126.58		245.93		86.32		5.63		259.80		73.04		67.59		164.45			
		21.70**		10.00**		15.29**		4.54*		0.49		11.75**		3.98*		4.09*		7.95**			0.71
B Mental Health as emotional stability (Good, Average & Poor)	2	36.84		21.46		16.83		39.93		10.89		45.04		54.57		61.15		71.22			13.58
		2.66		1.69		1.05		2.10		0.95		2.04		2.97		3.70*		3.44*			1.29
AxB Interaction	2	103.13		5.05		47.27		83.72		6.80		316.92		122.80		37.96		311.67			36.85
		7.46**		0.40		2.94		4.40*		0.59		14.33**		6.68**		2.30		15.07**			3.50*
SS Within Cells	494	13.83		12.66		16.08		19.02		11.47		22.11		18.37		16.51		20.68			10.52

d.f. 1,494 ** Significant at 0.01 Level (6.70)

* Significant at 0.05 Level (3.86)

d.f. 2,494 ** Significant at 0.01 Level (4.66)

* Significant at 0.05 Level (3.02)

It is evident from Table 4.43 that the gender (male and female) significantly effect the different values as theoretical value (F ratio found 21.70), political value (F ratio found 10.00), religious value (F ratio found 15.29), economic value (F ratio found 11.75) and power value (F ratio found 7.95) at 0.01 level. The gender also significantly effect the social value (F ratio found 4.54), democratic value (F ratio found 3.98) and hedonistic value (F ratio found 4.09) at 0.05 level. But the gender (male and female) does not significantly effect the others value as aesthetic value (F ratio found 0.49) and health value (F ratio found 0.71) at 0.05 level.

The mental health as emotional stability (good, average and poor) also significantly effect the different values as hedonistic value (F ratio found 3.70) and power value (F ratio found 3.34) at 0.05 level. The mental health as emotional stability does not significantly effect the values as theoretical value (F ratio found 2.66), political value (F ratio found 1.69), religious value (F ratio found 1.05), social value (F ratio found 2.10), aesthetic value (F ratio found 0.95), economic value (F ratio found 2.04), demo-

cratic value (F ratio found 2.97) and health value (F ratio found 1.29) at 0.05 level.

The interaction effect of gender (male and female) and mental health as emotional stability (good, average and poor) significantly effect the values as theoretical value (F ratio found 7.46), economic value (F ratio found 14.33), democratic value (F ratio found 6.68), and power value (F ratio found 15.07) at 0.01 level. The interaction effect of gender (male and female) and mental health as emotional stability (good, average and poor) significantly effect the value as social value (F ratio found 4.40) and health value (F ratio found 3.50) at 0.05 level. But the interaction effect of gender and mental health as emotional stability do not significantly effect the different others values as political value (F ratio found 0.40), religious value (F ratio found 2.94), asthetic value (F ratio found 0.59) and hedonistic value (F ratio found 2.30) at 0.05 level.

Thus the null hypothesis (6.04) stating that *"There is no significant effect of gender (male and female) and mental health as emotional stability (good, average and poor) on different value*

patterns". is rejected. The gender, mental health as emotional stability and its interaction significantly effect the different values.

6.05 To study the significant effect of gender (male and female) and mental health as social maturity (good, average and poor) on different value patterns.

In this section an attempt has been made to study the effect of gender (male and female) and mental health as social maturity (good, average and poor) on different value patterns. To find out the effect of gender (male and female) and mental health as social maturity (good, average and poor), 2×3 factorial design was used and analysis of variance was calculated. The results are given in table 4.44

Table 4.44 : Showing the effect of Gender (Male and Female) and Mental Health as social maturity (Good, Average & poor) on different values

COMBINED SUMMARY OF 2 WAY ANOVA

Source of Variation	d.f.	Theoretical Value		Political Value		Religious Value		Social Value		Aesthetic Value		Economic Value		Democratic Value		Hedonistic Value		Power Value		Health Value	
		MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio
A Gender (Male & Female)	1	346.86		136.38		254.24		139.08		14.04		343.12		109.67		110.70		258.16		23.38	
		25.26**		10.72**		16.32**		7.60**		1.23		16.25**		6.03*		6.85*		12.30**		2.20	
B Mental Health as social maturity (Good, Average & Poor)	2	138.35		7.26		79.91		243.26		30.98		469.01		200.69		168.26		239.28		18.98	
		10.07**		0.57		5.13**		13.29**		2.72		22.22**		11.04**		10.41**		11.40**		1.79	
AxB Interaction	2	26.58		2.01		94.30		36.74		2.65		99.94		19.03		4.58		75.56		5.07	
		1.94		0.16		6.05**		2.01		0.23		4.73**		1.05		0.28		3.60*		0.48	
SS Within Cells	494	13.73		12.72		15.58		18.30		11.41		21.11		18.18		16.16		20.99		10.62	

d.f. 1,494 ** Significant at 0.01 Level (6.70)

* Significant at 0.05 Level (3.86)

d.f. 2,494 ** Significant at 0.01 Level (4.66)

* Significant at 0.05 Level (3.02)

It is evident from Table 4.44 that the gender (male and female) significantly effect the different values as theoretical value (F ratio found 25.26), political value (F ratio found 10.72), religious value (F ratio found 16.32), social value (F ratio found 7.60), economic value (F ratio found 16.25), hedonistic value (F ratio found 6.85) and power value (F ratio found 12.30) at 0.01 level. The gender also significantly effect the democratic value (F ratio found 6.03) at 0.05 level. But the gender (male and female) does not significantly effect the others values as asthetic value (F ratio found 1.23) and health value (F ratio found 2.20) at 0.05 level.

The mental health as social maturity (good, average and poor) also significantly effect the different values as theoretical value (F ratio found 10.07), religious value (F ratio found 5.13), social value (F ratio found 13.29), democratic value (F ratio found 11.04), hedonistic value (F ratio found 10.41), power value (F ratio found 11.40) and economic value (F ratio found 22.22) at 0.01 level. The mental health as social maturity does not significantly effect the political value (F ratio found 0.57), asthetic value (F ratio found 2.72) and health value (F ratio found 1.79) at 0.05 level.

The interaction effect of gender (male and female) and

mental health as social maturity (good, average and poor) significant effect the values as religious value (F ratio found 6.05) and economic value (F ratio found 4.73) at 0.01 level and power value (F ratio found 3.60) at 0.05 level. But the interaction effect of gender and mental health as social maturity do not significantly effect the different others values as theoretical value (F ratio found 1.94), political value (F ratio found 0.16), social value (F ratio found 2.01), asthetic value (F ratio found 0.23), democratic value (F ratio found 1.05), hedonistic value (F ratio found 0.28) and health value (F ratio found 0.48) at 0.05 level.

Thus the null hypothesis (6.05) stating that "*There is no significant effect of gender (male and female) and mental health as social maturity (good, average and poor) on different value patterns*". is rejected. The gender, mental health as social maturity and its interaction significantly effect the different values.

Part G

The effect of gender (male and female) and different personality factors (high, average and low) on different values.

In this section an attempt has been made to study the effect of gender (male and female) and different personality factors as social desirability, extraversion, psychoticism, dogmatism, ego-

ideal, alienation, emotional instability, self-confidence, empathy and dominance on different values.

7.01 To study the significant effect of gender (male and female) and personality as social desirability (High, Average and Low) on different values.

In this section an attempt has been made to study the effect of gender (male and female) and personality as social desirability (High, Average and Low) on different value. To find out the effect of gender (male and female) and personality as social desirability (High, Average and Low), 2×3 factorial design was used and analysis of variance was calculated. The results are given in Table 4.45-

Table 4.45 : Showing the effect of Gender (Male and Female) and Personality as Social Desirability (High, Middle & low) on different Values

COMBINED SUMMARY OF 2 WAY ANOVA

Source of Variation	d.f.	Theoretical Value		Political Value		Religious Value		Social Value		Aesthetic Value		Economic Value		Democratic Value		Hedonistic Value		Power Value		Health Value	
		MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio
A Gender (Male & Female)	1	218.28		148.31		231.06		50.21		9.20		153.88		36.80		37.31		99.57		7.42	
		15.49**		11.71**		14.41**		2.71		0.81		7.02**		2.00		2.32		4.73*		0.71	
B Personality as social desirability (high, middle, low)	2	70.27		15.01		55.84		231.69		0.59		335.99		155.94		183.55		270.33		70.04	
		4.99**		1.18		3.48*		12.49**		0.05		15.33**		8.49**		11.43**		12.85**		6.75**	
AxB Interaction	2	0.31		8.63		11.66		4.29		35.70		60.35		7.47		9.76		20.77		16.75	
		0.02		0.68		0.73		0.23		3.13*		2.75		0.41		0.61		0.99		1.61	
SS Within Cells	494	14.09		12.67		16.03		18.55		11.40		21.92		18.36		16.05		21.04		10.38	

d.f. 1,494 ** Significant at 0.01 Level (6.70)

* Significant at 0.05 Level (3.86)

d.f. 2,494 ** Significant at 0.01 Level (4.66)

* Significant at 0.05 Level (3.02)

It is evident from Table 4.45 that the gender (male and female) significantly effect the different values as theoretical value (F ratio found 15.49), political value (F ratio found 11.71), religious value (F ratio found 14.41) and economic value (F ratio found 7.02) at 0.01 level and power value (F ratio found 4.73) at 0.05 level.

The personality as social desirability (high, average and low) also significantly effect the different values as theoretical value (F ratio found 4.99), social value (F ratio found 12.49), economic value (F ratio found 15.33), democratic value (F ratio found 8.49), hedonistic value (F ratio found 11.43), power value (F ratio found 12.85) and health value (F ratio found 6.75) at 0.01 level and religious value (F ratio found 3.48) at 0.05 level.

The personality as social desirability does not significantly effect the values as political value (F ratio found 1.18), asthetic value (F ratio found 0.05) at 0.05 level.

The interaction effect of gender (male and female) and personality as social desirability (High, Average and Low) significantly effect the values as asthetic value (F ratio found 3.13) at 0.05 level. But the interaction effect of gender and personality as social desirability do not significantly effect the different others values as theoretical (F ratio found 0.02), political

value (F ratio found 0.68), religious value (F ratio found 0.73), social value (F ratio found 0.23), economic value (F ratio found 2.75), democratic value (F ratio found 0.41), hedonistic value (F ratio found 0.61), power value (F ratio found 0.99) and health value (F ratio found 1.61) at 0.05 level.

Thus the null hypothesis (7.01) stating that "There is no significant effect of gender (male and female) and personality as social desirability (High, Average and Low) on different values," is rejected. The gender, personality as social desirability and its interaction significantly effect the different values.

7.02 To study the significant effect of gender (male and female) and personality as extraversion (High, Average and Low) on different values.

In this section an attempt has been made to study the effect of gender (male and female) and personality as extraversion (High, Average and Low) on different values. To find out the effect of gender (male and female) and personality as extraversion (high, average and low), 2×3 factorial design was used and analysis of variance was calculated. The results are given in table 4.46-

Table 4.46 : Showing the effect of Gender (Male and Female) and Personality as extraversion (High, Middle & low) on different Values

COMBINED SUMMARY OF 2 WAY ANOVA

Source of Variation	d.f.	Theoretical Value		Political Value		Religious Value		Social Value		Aesthetic Value		Economic Value		Democratic Value		Hedonistic Value		Power Value		Health Value	
		MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio
A Gender (Male & Female)	1	218.25		94.79		108.71		67.44		1.18		103.78		12.36		25.12		111.76		8.99	
		15.38**		7.45**		6.80**		3.54		0.10		4.71*		0.69		1.55		5.20**		0.85	
B Personlaity as Extraversion (high, middle, low)	2	13.57		4.94		21.61		4.87		8.72		10.71		14.22		21.86		0.44		0.11	
		0.96		0.39		1.35		0.26		0.76		0.49		0.80		1.35		0.02		0.01	
AxB Interaction	2	24.00		4.08		69.32		92.51		4.29		322.56		265.45		112.35		166.29		34.51	
		1.69		0.32		4.33*		4.86**		0.37		14.63**		14.86**		6.92**		7.74**		3.26*	
SS Within Cells	494	14.19		12.72		15.99		19.05		11.49		22.04		17.86		16.22		21.48		10.58	

d.f. 1,494 ** Significenat at 0.01 Level (6.70)

* Significant at 0.05 Level (3.86)

d.f. 2,494 ** Significenat at 0.01 Level (4.66)

* Significant at 0.05 Level (3.02)

It is evident from Table 4.46 that the gender (male and female) significantly effect the differet values as theoretical value (F ratio found 15.38), political value (F ratio found 7.45) and religious value (F ratio found 6.80) at 0.01 level and economic value (F ratio found 4.71) and power value (F ratio found 5.20) at 0.05 level. The personality as extraversion does not significantly effect the values as social value (F ratio found 3.54), asthetic value (F ratio found 0.10), democratic value (F ratio found 1.55) and health value (F ratio found 0.85) at 0.05 level.

The personality as extraversion (high, average and low) does not significantly effect the values as theoretical (F ratio found 0.96), political (F ratio found 0.39), religious value (F ratio found 1.35), social value (F ratio found 0.26), asthetic value (F ratio found 0.76), economic value (F ratio found 0.49), democratic value (F ratio found 0.80), hedonistic value (F ratio found 1.35), power value (F ratio found 0.02) and health value (F ratio found 0.01) at 0.05 level.

The interaction effect of gender (male and female) and personality as extraversion (high, average and low) significantly effect the values as social value (F ratio found 4.86), economic value (F ratio found 14.63), democratic value (F ratio found 14.86), hedonistic value (F ratio found 6.92) and power value (F

ratio found 7.74) at 0.01 level and religious value (F ratio found 4.33) and health value (F ratio found 3.26) at 0.05 level But the interaction effect the gender and personality as extraversion do not significantly effect the values as theoretical value (F ratio found 1.69), power value (F ratio found 0.32) and asthetic value (F ratio found 0.37) at 0.05 level.

Thus the null hypothesis (7.02) stating that "There is no significant effect of gender (male and female) and personality as extraversion (High, Average and Low) on different values." is rejected. The gender and iteration significantly effect the different values. But personality as extraversion does not significantly effect the different values.

7.03 To study the significant effect of gender (male and female) and personality as psychoticism (High, Average and Low) on different values.

In this section an attempt has been made to study the effect of gender (male and female) and personality as psychoticism (High, Average and Low) on different Values. To find out the effect of gender (male and female) and personality as psychoticism (High, Average and Low), 2×3 factorial design was used and analysis of variance was calculated. The results are given in Table 4.47-

Table 4.47 : Showing the effect of Gender (Male and Female) and Personality as psychoticism (High, Middle & low) on different Values

COMBINED SUMMARY OF 2 WAY ANOVA

Source of Variation	d.f.	Theoretical Value		Political Value		Religious Value		Social Value		Aesthetic Value		Economic Value		Democratic Value		Hedonistic Value		Power Value		Health Value	
		MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio
A Gender (Male & Female)	1	339.78		121.08		309.34		120.76		3.93		350.70		117.54		93.43		261.98		9.44	
		24.06**		9.56**		19.09**		6.23*		0.34		15.17**		6.25*		5.60*		12.02**		0.88	
B Personality as psychoticism (high, middle, low)	2	54.77		13.07		25.11		27.35		2.60		49.97		24.16		48.76		69.23		2.00	
		3.88*		1.03		1.55		1.41		0.23		2.16		1.29		2.92		3.18*		0.19	
AxB Interaction	2	9.72		8.85		8.36		7.71		20.38		58.28		48.04		2.75		35.19		3.72	
		0.69		0.70		0.52		0.40		1.78		2.52		2.56		0.16		1.61		0.35	
SS Within Cells	494	14.12		12.66		16.21		19.38		11.44		23.11		18.79		16.67		21.79		10.69	

d.f. 1,494 ** Significant at 0.01 Level (6.70)

* Significant at 0.05 Level (3.86)

d.f. 2,494 ** Significant at 0.01 Level (4.66)

* Significant at 0.05 Level (3.02)

It is evident from table 4.47 that the gender (male and female) significantly effect the different values as theoretical (F ratio found 24.06), political value (F ratio found 9.56), religious value (F ratio found 19.09), economic value (F ratio found 15.17), and power value (F ratio found 12.02) at 0.01 level and social value (F ratio found 6.23), democratic value (F ratio found 6.25) and hedonistic value (F ratio found 5.60) at 0.05 level. The gender does not significantly effect the values as asthetic value (F ratio found 0.34) and health value (F ratio found 0.88) at 0.05 level.

The personality as psychoticism (high, average and low) also significantly effect the different Values as thoretical value (F ratio found 3.88) and power value (F ratio found 3.18) at 0.05 level.

The personality as psychoticism does not significantly effect the values as political value (F ratio found 1.03), religious value (F ratio found 1.55), social value (F ratio found 1.41), asthetic value (F ratio found 0.23), economic value (F ratio found 2.16), democratic value (F ratio found 2.92) and health value (F ratio found 0.19) at 0.05 level.

The interaction effect of gender (male and female) and personality as psychoticism (high, average and low) does not

significantly effect the values as theoretical value (F ratio found 0.69), political value (F ratio found 0.70), religious value (F ratio found 0.52), social value (F ratio found 0.40), asthetic value (F ratio found 1.78), economic value (F ratio found 2.52), democratic value (F ratio found 2.56), hedonistic value (F ratio found 0.16), power value (F ratio found 1.61) and health value (F ratio found 0.35) at 0.05 level.

Thus the null hypothesis (7.03) stating that "*There is no significant effect of gender (male and female) and personality as psychoticism (high, average and low) on different values.*" is rejected. The gender and personality as psychoticism significant effect the different values. But interaction does not significantly effect the different values.

7.04 To study the significant effect of gender (male and female) and personality as dogmatism (high, average and low) on different values.

In this section an attempt has been made to study the effect of gender (male and female) and personaity as dogmatism (High, average and low) on different values. To find out the effect of gender (male and female) and personalitiy as dogmatism (High, average and low), 2×3 factorial design was used and analysis of variance was calculated. The results are given in Table 4.48-

Table 4.48 : Showing the effect of Gender (Male and Female) and Personality as dogmatism (High, Middle & low) on different Values

COMBINED SUMMARY OF 2 WAY ANOVA

Source of Variation	d.f.	Theoretical Value		Political Value		Religious Value		Social Value		Aesthetic Value		Economic Value		Democratic Value		Hedonistic Value		Power Value		Health Value	
		MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio
A Gender (Male & Female)	1	278.30		124.26		261.42		97.74		2.52		271.13		64.81		57.76		186.54		5.93	
		19.63**	9.82**	16.16**	5.03*	0.22						11.71**	3.47	3.45		8.69**		0.56			
B Personality as dogmatism (high, middle, low)	2	41.05		27.13		29.64		18.42		9.65		81.15		91.58		25.14		150.96		7.05	
		2.90	2.14	1.83	0.95	0.84						3.50*	4.90**	1.50		7.03**		0.66			
A×B Interaction	2	11.93		1.67		10.75		0.33		9.82		19.94		9.44		8.41		32.42		21.24	
		0.84	0.13	0.66	0.02	0.86						0.86	0.51	0.50		1.51		2.00			
SS Within Cells	494	14.18		12.65		16.17		19.44		11.46		23.15		18.67		16.75		21.48		10.60	

d.f. 1,494 ** Significant at 0.01 Level (6.70)

* Significant at 0.05 Level (3.86)

d.f. 2,494 ** Significant at 0.01 Level (4.66)

* Significant at 0.05 Level (3.02)

It is evident from table 4.48 that the gender (male and female) significantly effect the different values as theoretical value (F ratio found 19.63), political value (F ratio found 9.82), religious value (F ratio found 16.16), economic value (F ratio found 11.71) and power value (F ratio found 8.69) at 0.01 level and social value (F ratio found 5.03) at 0.05 level The gender does not significantly effect the values as asthetic value (F ratio found 0.22), democratic value (F ratio found 3.47), hedonistic value (F ratio fund 3.45) and health value (F ratio found 0.56) at 0.05 level.

The personality as dogmatism (high, average and low) also significantly effect the different values as democratic value (F ratio found 4.90) and power value (F ratio found 7.03) at 0.01 level.

The personality as dogmatism does not significantly effect the values as theoretical value (F ratio found 2.90), political value (F ratio found 2.14), religious value (F ratio found 1.83), social value (F ratio found 0.95), asthetic value (F ratio found 0.84), economic value (F ratio found 3.50), hedonistic value (F ratio found 1.50) and health value (F ratio found 0.66) at 0.05 level.

The interaction effect of gender (male and female) and personality as dogmatism (high, average and low) does not

significantly effect the values as theoretical value (F ratio found 0.84), political value (F ratio found 0.13), religious value (F ratio found 0.66), social value (F ratio found 0.02), asthetic value (F ratio found 0.86), economic value (F ratio found 0.86), democratic value (F ratio found 0.51), hedonistic value (F ratio found 0.50), power value (F ratio found 1.51) and health value (F ratio found 2.00) at 0.05 level.

Thus the null hypothesis (7.04) stating that "There is no significant effect of gender (male and female) and personality as dogmatism (High, Average and Low) on different values" is rejected. The gender and personality as dogmatism significant effect the different values. But interaction does not significantly effect the different values.

7.05 To study the significant effect of gender (male and female) and personality as ego-ideal (High, Average and Low) on different values.

In this section an attempt has been made to study the effect of gender (male and female) and personality as ego-ideal (high, average and low) on different values. To find out the effect of gender (male and female) and personality as ego-ideal (high, average and low), 2×3 factorial design was used and analysis of variance was calculated. The results are given in table 4.49.

Table 4.49 : Showing the effect of Gender (Male and Female) and Personality as Ego-Ideal (High, Middle & low) on different Values

COMBINED SUMMARY OF 2 WAY ANOVA

Source of Variation	d.f.	Theoretical Value		Political Value		Religious Value		Social Value		Aesthetic Value		Economic Value		Democratic Value		Hedonistic Value		Power Value		Health Value	
		MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio
A Gender (Male & Female)	1	257.08	18.71**	121.47	9.60**	300.37	18.90**	123.33	6.72*	17.00	1.49	303.67	13.95**	103.19	5.67*	93.14	5.73*	164.92	7.85**	18.71	1.75
B Personlaity as Egi-Ideal (high, middle, low)	2	32.19	2.34	20.84	1.65	54.63	3.44*	82.08	4.47*	24.35	2.13	78.25	3.60*	70.06	3.85*	102.56	6.31**	10.19	0.48	9.31	0.87
AxB Interaction	2	107.24	7.81**	4.88	0.39	57.32	3.61*	169.13	9.22**	5.98	0.52	318.25	14.62**	111.98	6.15**	37.90	2.33	267.35	12.73**	1.85	0.17
SS Within Cells	494	13.74		12.65		15.89		18.35		11.43		21.76		18.21		16.24		21.00		10.67	

d.f. 1,494 ** Significnat at 0.01 Level (6.70)

* Significant at 0.05 Level (3.86)

d.f. 2,494 ** Significnat at 0.01 Level (4.66)

* Significant at 0.05 Level (3.02)

It is evident from table 4.49 that the gender (male and female) significantly effect the different values as theoretical value (F ratio found 18.71), political value (F ratio found 9.60), religious value (F ratio found 18.90), economic value (F ratio found 13.95) and power value (F ratio found 7.85) at 0.01 level and social value (F ratio found 6.72), democratic value (F ratio found 5.67) and hedonistic value (F ratio found 5.73) at 0.05 level. The gender does not significantly effect the values as asthetic value (F ratio found 1.49) and health value (F ratio found 1.75) at 0.05 level.

The personality as ego-ideal (high, average and low) also significantly effect the different values as hedonistic value (F ratio found 6.31) at 0.01 level and religious value (F ratio found 3.44), social value (F ratio found 4.47), economic value (F ratio found 3.60) and democratic value (F ratio found 3.85) at 0.05 level.

The personality as ego-ideal (high, average and low) does not significantly effect the values as theoretical value (F ratio found 2.34), political value (F ratio found 1.65), asthetic value (F ratio found 2.13), power value (F ratio found 0.48) and health value (F ratio found 0.87) at 0.05 level.

The interaction effect of gender (male and female) and

personality as ego-ideal (high, average and low) significantly effect the values as theoretical value (F ratio found 7.81), social value (F ratio found 9.22), economic value (F ratio found 6.15), power value (F ratio found 12.73) at 0.01 level. and religious value (F ratio found 3.61) at 0.05 level But the interaction effect of gender and personality as ego-ideal do not significantly effect the different others values as political value (F ratio found 0.39), asthetic value (F ratio found 0.52), hedonistic value (F ratio found 2.33) and health value (F ratio found 0.17) at 0.05 level.

Thus the null hypothesis (7.05) stating that "*There is no significant effect of gender (male and female) and personality as ego-ideal (high, average and low) on different values.*" is rejected. The gender, personality as ego-ideal and its interaction significantly effect the different values.

7.06 To study the significant effect of gender (male and female) and personality as alienation (High, Average and Low) on different values.

In this section an attempt has been made of study the effect of gender (male and female) and personality as alienation (High, Average and Low) on different values. To find out the effect of gender (male and female) and personality as alienation (High, Average and Low), 2x3 factorial design was used and analysis of variance was calculated. The results are given in Table 4.50

Table 4.50 : Showing the effect of Gender (Male and Female) and Personality as Alienation (High, Middle & low) on different Values

COMBINED SUMMARY OF 2 WAY ANOVA

Source of Variation	d.f.	Theoretical Value		Political Value		Religious Value		Social Value		Aesthetic Value		Economic Value		Democratic Value		Hedonistic Value		Power Value		Health Value	
		MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio
A Gender (Male & Female)	1	175.82		112.97		192.22		110.46		2.92		163.44		37.05		39.75		134.64		3.43	
		12.87**		8.92**		11.86**		5.91*		0.25		7.45**		2.06		2.41		6.35*		0.33	
B Personality as Alienation (high, middle, low)	2	155.01		17.94		23.66		164.65		9.25		394.84		257.89		91.99		233.43		31.47	
		11.35**		1.42		1.46		8.81**		0.80		17.99**		14.33**		5.57**		11.01**		3.00	
AxB Interaction	2	19.46		6.02		6.58		42.31		0.70		1.92		12.78		2.86		15.32		31.50	
		1.42		0.47		0.41		2.26		0.06		0.09		0.71		0.17		0.72		3.01	
SS Within Cells	494	13.66		12.67		16.20		18.69		11.50		21.95		17.99		16.51		21.21		10.48	

d.f. 1,494 ** Significant at 0.01 Level (6.70)

* Significant at 0.05 Level (3.86)

d.f. 2,494 ** Significant at 0.01 Level (4.66)

* Significant at 0.05 Level (3.02)

It is evident from table 4.50 that the gender (male and female) significant effect the different values as theoretical value (F ratio found 12.87), political value (F ratio found 8.92), religious value (F ratio found 11.86) and economic value (F ratio found 7.45) at 0.01 level and social value (F ratio found 5.91) and power Value (F ratio found 6.35) at 0.01 level. The gender does not significantly effect the values as asthetic value (F ratio found 0.25), democratic value (F ratio found 2.06), hedonistic value (F ratio found 2.41) and health value (F ratio found 0.33) at 0.05 level.

The personality as alienation (High Average and Low) also significantly effect the different values as theoretical (F ratio found 11.35), social value (F ratio found 8.81), economic value (F ratio found 17.99), democratic value (F ratio found 14.33), hedonistic value (F ratio found 5.57) and power value (F ratio found 11.01) at 0.01 level.

The personality as alienation does not significantly effect the values as political value (F ratio found 1.42), religious value (F ratio found 1.46), asthetic value (F ratio found 0.80) and health value (F ratio found 3.00) at 0.05 level.

The interaction effect of gender (male and female) and personality as aliention (High, Average and Low) does not significantly effect values as theoretical value (F ratio found 1.42),

political value (F ratio found 0.47), religious value (F ratio found 0.41), social value (F ratio found 2.26), asthetic value (F ratio found 0.06), economic value (F raito found 0.09), democratic value (F ratio found 0.71), hedonistic value (F ratio found 0.17), power value (F ratio found 0.72) and health value (F ratio found 3.01) at 0.05 level.

Thus the null hypothesis (7.06) stating that "*There is no significant effect of gender (male and female) and personality as alienation (High, Averige and Low) on differet values.*" is rejected. The gender and personality as alienation significantly effect the different values. But interaction does not significantly effect the different values.

7.07 To study the significant effect of gender (male and female) and personality as emotional instability (High, Average and low) on different values.

In this section an attempt has been made to study the effect of gender (male and female) and personality as emotional instability (High, Average and Low) on different values. To find out the effect of gender (male and female) and personality as emotional Instability (High, Average and Low), 2×3 factorial design was used and analysis of variance was calculated. The results are given in Table 4.51

Table 4.51 : Showing the effect of Gender (Male and Female) and Personality as Emotional Instability (High, Middle & low) on different Values

COMBINED SUMMARY OF 2 WAY ANOVA

Source of Variation	d.f.	Theoretical Value		Political Value		Religious Value		Social Value		Aesthetic Value		Economic Value		Democratic Value		Hedonistic Value		Power Value		Health Value	
		MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio
A Gender (Male & Female)	1	135.65		140.16		194.23		19.53		-		87.19		3.08		16.60		55.54		10.83	
		10.48**		11.14**		12.11**		1.10		-		4.13*		0.18		1.04		2.77		1.03	
B Personality as Emotional Instability (high, middle, low)	2	273.02		4.06		62.93		386.26		42.13		562.42		478.71		221.50		428.08		4.63	
		21.09**		0.32		3.92*		21.80**		3.73*		26.63**		28.16**		13.91**		21.39**		0.44	
AxB Interaction	2	53.45		41.22		4.42		20.86		15.99		7.73		8.69		4.15		58.48		40.00	
		4.13*		3.27*		0.28		1.18		1.42		0.37		0.51		0.26		2.92		3.80*	
SS Within Cells	494	12.94		12.59		16.04		17.72		11.29		21.12		17.00		15.92		20.01		10.52	

d.f. 1,494 ** Significant at 0.01 Level (6.70)

* Significant at 0.05 Level (3.86)

d.f. 2,494 ** Significant at 0.01 Level (4.66)

* Significant at 0.05 Level (3.02)

It is evident from Table No. 4.51 that the gender (male and female) significantly effect the different values as theoretical value (F ratio found 10.48), political value (F raito found 11.14) and religious value (F ratio found 12.11) at 0.01 level and economic value (F ratio found 4.13) at 0.05 level. The gender does not significantly effect the values as social value (F ratio found 1.10), asthetic value, democratic value (F ratio found 0.18), hedonistic value (F ratio found 1.04), power value (F ratio found 2.77) and health value (F ratio found 1.03) at 0.05 level.

The personality as emotional Instability (High, Average and Low) also significantly effect the different values as theoretical value (F ratio found 21.09), social value (F ratio found 21.80), economic value (F ratio found 26.63), democratic value (F ratio found 28.16), hedonistic value (F ratio found 21.39) at 0.01 level and religious value (F ratio found 3.92) and asthetic value (F ratio found 3.73) at 0.05 level.

The personality as emotimonal instability does not significantly effect the values as political (F ratio found 0.32) and health value (F ratio found 0.44) at 0.05 level.

The interaction effect of gender (male and female) and personality as emotional instability (High, Average and Low) significantly effect the values as theoretical value (F ratio found

4.13), political value (F ratio found 3.27) and health value (F ratio found 3.80) at 0.05 level But the interaction effect of gender and personality as emotional Instbility do not significantly effect the different others values as religious value (F ratio found 0.28), social value (F ratio found 1.18), asthetic value (F ratio found 1.42), economic value (F ratio found 0.37), democratic value (F ratio found 0.51), hedonistic value (F ratio found 0.26) and power value (F ratio found 2.92) at 0.05 level.

Thus the null hypothesis (7.07) stating that "There is no significant effect of gender (male and female) and personality as emotional instability (High, Average and Low) on different values." is rejected. The gender, personality as emotional instability and its interaction significantly effect the different values.

7.08 To study the significant effect of gender (male and female) and personality as self confidence (high, average and low) on different values.

In this section an attempt has been made to study the effect of gender (male and female) and personality as self-cofidence (high, average and low) on diferent values. To find out the effect of gender (male and female) and personality as self-confidence (High, Average and Low), 2x3 factorial design was used and analysis of variance was calculated. the results are given in table 4.52

Table 4.52 : Showing the effect of Gender (Male and Female) and Personality as Self-confidence (High, Middle & low) on different Values

COMBINED SUMMARY OF 2 WAY ANOVA

Source of Variation	d.f.	Theoretical Value	Political Value	Religious Value	Social Value	Aesthetic Value	Economic Value	Democratic Value	Hedonistic Value	Power Value	Health Value
		MS Fratio	MS Fratio	MS Fratio	MS Fratio	MS Fratio	MS Fratio	MS Fratio	MS Fratio	MS Fratio	MS Fratio
A Gender (Male & Female)	1	348.05 26.05**	154.92 12.30**	317.85 19.83**	177.07 10.01**	9.96 0.88	373.38 17.57**	93.90 5.20*	85.80 5.45*	311.54 15.20**	24.81 2.34
B Personality as Self-Confidence (high, middle, low)	2	82.96 6.21**	21.01 1.67	48.44 3.02*	122.87 6.94**	41.03 3.61*	129.49 6.09**	76.07 4.21*	57.58 3.66*	98.12 4.79**	3.34 0.31
A×B Interaction	2	162.60 12.17**	27.64 2.19	20.43 1.27	264.83 14.97**	2.74 0.24	372.53 17.53**	149.68 8.29**	185.87 11.81**	295.51 14.42**	19.89 1.87
SS Within Cells	494	13.36	12.59	16.03	17.69	11.37	21.25	18.06	15.74	20.49	10.62

d.f. 1,494 ** Significant at 0.01 Level (6.70)

* Significant at 0.05 Level (3.86)

d.f. 2,494 ** Significant at 0.01 Level (4.66)

* Significant at 0.05 Level (3.02)

It is evident from Table no. 4.52 that the gender (male and female) significantly effect the different values as theoretical value (F ratio found 26.05), political value (F ratio found 12.30), religious value (F ratio found 19.83), social value (F ratio found 10.01), economic value (F ratio found 17.57) and power value (F ratio found 15.20) at 0.01 level and democratic value (F ratio found 5.20) and hedonistic value (F ratio found 5.45) at 0.05 level. The gender does not significantly effect the values as aesthetic value (F ratio found 0.88) and health value (F ratio found 2.34) at 0.05 level.

The personality as self-confidence (High, Average and Low) also significantly effect the different values as theoretical value (F ratio found 6.21), social value (F ratio found 6.94) and economic value (F ratio found 6.09) at 0.01 level and religious value (F ratio found 3.02), aesthetic value (F ratio found 3.61), democratic value (F ratio found 4.21), hedonistic value (F ratio found 3.66) and power value (F ratio found 4.79) at 0.05 level. The personality as self-confidence does not significantly effect the values as political value (F ratio found 1.67) and health value (F ratio found 0.31) at 0.05 level.

The interaction effect of gender (male and female) and personality as self-confidence (high, average and low) significantly effect the values as theoretical value (F ratio found 12.17),

social value (F ratio found 14.97), economic value (F ratio found 17.53), democratic value (F ratio found 8.29), hedonistic value (F ratio found 11.82) and power value (F ratio found 14.42) at 0.01 level. But the interaction effect of gender (male and female) and personality as self-confidence do not significantly effect the different others values as political value (F ratio found 2.19), religious value (F ratio found 1.27), asthetic value (F ratio found 0.24) an health value (F ratio found 1.87) at 0.05 level.

Thus the null hypothesis (7.08) stating that "There is no significant effect of gender (male and female) and personality as self-confidence (High, Average and Low) on different values." is rejected. The gender, personality as self-confidence and its interaction significantly effect the different values.

7.09 To study the significant effect of gender (male and female) nd personality as empathy (High, Average and Low) on different values.

In this section an attempt has been made to study the effect of gender (male and female) and personality as empathy (high, average and low) on different values. To find out the effect of gender (male and female) and personality as empathy (high, average and low), 2×3 factorial design was used and analysis of variance was calculated. The results are given in table 4.53-

Table 4.53 : Showing the effect of Gender (Male and Female) and Personality as Empathy (High, Middle & low) on different Values

COMBINED SUMMARY OF 2 WAY ANOVA

Source of Variation	d.f.	Theoretical Value		Political Value		Religious Value		Social Value		Aesthetic Value		Economic Value		Democratic Value		Hedonistic Value		Power Value		Health Value	
		MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio
A Gender (Male & Female)	1	149.86		95.91		118.49		30.86		-		98.58		14.01		20.94		52.66			
		11.75**		7.67**		7.77**		1.86		-		5.64*		0.88		1.45		2.86			0.43
B Personal ity as Empathy (high, middle, low)	2	393.80		40.64		192.38		703.54		24.84		1446.99		789.63		594.70		872.57			52.91
		30.88**		3.25*		12.62**		42.36**		2.18		82.79**		49.88**		41.33**		47.33**			5.09**
AxB Interaction	2	8.08		19.52		71.68		5.85		17.39		30.14		6.98		11.15		40.83			22.91
		0.63		1.56		4.70**		0.35		1.53		1.72		0.44		0.77		2.21			2.20
SS Within Cells	494	12.75		12.51		15.24		16.61		11.37		17.48		15.83		14.39		18.43			10.39

d.f. 1,494 ** Significant at 0.01 Level (6.70)

* Significant at 0.05 Level (3.86)

d.f. 2,494 ** Significant at 0.01 Level (4.66)

* Significant at 0.05 Level (3.02)

It is evident from table 4.53 that the gender (male and female) significantly effect the different values as theoretical value (F ratio found 11.75), political value (F ratio found 7.67), religious value (F ratio found 7.77), at 0.01 level. and economic value (F ratio found 5.64) at 0.05 level. The gender does not significantly effect the values as social value (F ratio found 1.86), asthetic value, democratic value (F ratio found 0.88), hedonistic value (F ratio found 1.45), power value (F ratio found 2.86) and health value (F ratio found 0.43) at 0.05 level.

The personality as empathy (high, average and low) also significantly effect the different values as theoretical value (F ratio found 30.88), religious value (F ratio found 12.62), social value (F ratio found 42.36), economic value (F ratio found 82.79), democratic value (F ratio found 49.88), hedonistic value (F ratio found 41.33), Power value (F ratio found 47.33) and health value (F ratio found 5.09) at 0.01 level and political value (F ratio found 3.25) at 0.05 level. The personality as empathy does not significantly effect the asthetic value (F ratio found 2.18) at 0.05 level.

The interaction effect of gender (male and female) and personality as empathy (high, average and low) significantly effect the values as religious value (F ratio found 4.70) at 0.01

level But the interaction effect of gender and personality as empathy do not significantly effect the different others values as theoretical value (F ratio found 0.63), political value (F ratio found 1.56), social value (F ratio found 0.35), asthetic value (F ratio found 1.53), economic value (F ratio found 1.72), democratic value (F ratio found 0.44), hedonistic value (F ratio found 0.77), power value (F ratio found 2.21) and health value (F ratio found 2.20) at 0.05 level.

Thus the null hypothesis (7.09) stating that "There is not significant effect of gender male and female and persoanlity as empathy (High, Average and Low) on different values." is rejected. The gender, personality as empathy and its interaction significantly effect the different values.

7.10 To study the significant effect of gender (male and female) and personality as dominance (High, Average and Low) an different values.

In this section on attempt has been made to study the effect of gender (male and female) and personality as dominance (High, Average and Low) on different values. To find out the effect of gender (male and female) and personality as dominance (High, Average and Low), 2x3 factorial design was used and analysis of variance was calculated. The results are given in table 4.54

Table 4.54 : Showing the effect of Gender (Male and Female) and Personality as Dominance (High, Middle & low) on different Values

COMBINED SUMMARY OF 2 WAY ANOVA

Source of Variation	d.f.	Theoretical Value		Political Value		Religious Value		Social Value		Aesthetic Value		Economic Value		Democratic Value		Hedonistic Value		Power Value		Health Value	
		MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio	MS	Fratio
A																					
Gender (Male & Female)	1	263.01		140.51		280.81		91.65		1.98		275.83		50.14		58.11		180.49		15.52	
		18.53**		11.04**		17.28**		4.72*		0.17		11.83**		2.65		3.47		8.16**		1.45	
B																					
Personality as Dominance (high, middle, low)	2	9.97		0.89		9.12		2.88		3.69		10.76		2.49		1.57		5.93		0.11	
		0.69		0.07		0.56		0.15		0.32		0.46		0.13		0.09		0.27		0.01	
AxB Interaction	2	38.07		7.52		12.48		18.27		12.41		50.18		37.94		39.74		18.12		4.33	
		2.68		0.59		0.77		0.94		1.08		2.15		2.01		2.38		0.82		0.40	
SS Within Cells	494	14.19		12.73		16.25		19.43		11.48		23.31		18.91		16.72		22.11		10.70	

d.f. 1,494 ** Significant at 0.01 Level (6.70)

* Significant at 0.05 Level (3.86)

d.f. 2,494 ** Significant at 0.01 Level (4.66)

* Significant at 0.05 Level (3.02)

It is evident from table 4.54 that the gender (male and female) significantly effect the different values as theoretical value (F ratio found 18.53), political value (F ratio found 11.04), religious value (F ratio found 17.28), economic value (F ratio found 11.83) and power value (F ratio found 8.16) at 0.05 level. The gender does not significantly effect the values as asthetic value (F ratio found 0.17), democratic value (F ratio found 2.65), hedonistic value (F ratio found 3.47) and health value (F ratio found 1.45) at 0.05 level.

The personality as dominance does not significantly effect the values as theoretical value (F ratio found 0.69), political value (F ratio found 0.07), religious value (F ratio found 0.56), social value (F ratio found 0.15), asthetic value (F ratio found 0.32), economic value (F ratio found 0.46), democratic value (F ratio found 0.13), hedonistic value (F ratio found 0.09), power value (F ratio found 0.27) and health value (F ratio found 0.01) at 0.05 level.

The interaction effect of gender (male and female) and personality as dominance do not significantly effect the different others value as theoretical (F ratio found 2.68), political value (F ratio found 0.59), religious value (F ratio found 0.77), social value (F ratio found 0.94), asthetic value (F ratio found 1.08),

economic value (F ratio found 2.01), hedonistic value (F ratio found 2.38), power value (F ratio found 0.82) and health value (F ratio found 0.40) at 0.05 level.

Thus the null hypothesis (7.10) stating that "There is no significant effect of gender (male and female) and personality as dominance (high, average and low) on different values." is rejected. The gender significantly effect the different values But the personality as dominance and interaction does not significantly effect the different values.

Conclusion.

The researcher found the following conclusions-

1. The non-delinquent adolescents have significantly high values as theoretical, religious, social, democratic and health than delinquent adolescents, while the delinquent adolescents have significantly high values as economic, hedonistic and power values than non-delinquent adolescents at 0.01 level.
2. The male adolescents have significantly high values as theoretical, religious than female students, while the female adolescents have significantly high value as political, economic, hedonistic and power values than male students at 0.01 level.
3. The adolescents of good mental health have significantly

high values as theoretical, religious, social and democratic values, while the poor mental health adolescents have significantly high values as economic, hedonistic and power values at 0.01 level.

4. The adolescents of high social desirability have significantly high values as theoretical, religious, social, democratic and health, while the low social desirability adolescents have significantly high values as economic, hedonistic and power values.
5. The adolescents of extraversion personality have significantly high religious value than introversion personality adolescents.
6. The adolescents of high psychoticism personality have high hedonistic and power values, while the low psychoticism personality adolescents have significantly high theoretical value.
7. The high dogmatism personality adolescents have significantly high economic and power values, while the low dogmatism personality adolescents have high theoretical, democratic values.
8. The adolescents of high ego-ideal personality have significantly high values as social, democratic and theoretical, while the low ego-ideal personality adolescents have

significantly high economic and hedonistic values.

9. The high alienation personality adolescents have significantly high economic, hedonistic and power values, while the low alienation personality adolescents have significantly high theoretical, religious, social and democratic values.
10. The adolescents of high emotional instability have significantly high aesthetic, economic, hedonistic and power values, while the emotional stability related adolescents have significantly high theoretical, religious, social and democratic values.
11. The high self-confidence adolescents have significantly high social, theoretical and democratic values.
12. The adolescents of high empathy have significantly high theoretical, religious, social, democratic and health values.
13. The gender (male and female) significantly effect the theoretical, political, religious, social, economic, democratic, hedonistic and power values.
14. The types of adolescents (non-delinquent and delinquent) also significantly effect the theoretical, political, religious, social, economic, democratic, hedonistic, power, health values.
15. The mental health (good, average and poor) significantly effect the theoretical, religious, social; economic, democratic, hedonistic and power values at 0.01 level.

Chapter-5

Summary

Introduction

The selection of research problem

A delinquent is essentially a maladjusted adolescent who creates difficulties for others and who himself blocked his wholesome growth. He rebels and aggresses against authority and tries to destroy, break down or change the environment. It must be noted that he is not a unique type of human being. His heart cherishes the same human desires and natural yearnings as fill the heart of a non-delinquent. He has the same abundance of humanity and eagerness to respond to decent treatment of others as any other human individual. But he is hostile and rebellious against parents, teachers and social organisations, which fail him in the satisfaction of his fundamental human urges and needs. He rebels to protect his own integrity and attacks the situation which threatens his security and the urge to exist and grow.

Delinquent children may roughly fall into two distinct groups. One group consists of delinquents who are active, restless, hyperactive, energetic and uninhibited. They generally have a strong spirit of adventure and love to roam about and seek excitement. They seem to be always 'on the go.' Their behaviour tends to be dangerously disruptive. The second group, who are generally shy, quiet, vindictive and highly selfish. They lack in

feelings of shame or guilt and have no consideration for or thought of others. Most delinquents belonging to both groups, driven as they are by primitive impulses which they want to fulfil immediately, ignore their responsibilities, restrictions and duties. They have no stable goals. Their life is so much dominated by fleeting desires that they have no time left for far-sighted planning.

It is interesting to note the patterns of delinquency as found by various research workers in the field. These juvenile offences are of varied types. They include offences against property including stealing, burglary and arson, murder and suicide, gambling, assault and rape, sodomy, ticketless travelling, placing stones on the railway lines and throwing stones at the passing trains, offences against prohibition and rationing rules, drunkenness, wandering, frequenting the company of thieves or prostitutes, living in houses of defame, breach of supervision order, sex offences, licenseless hawking, illegal tresspassing etc.

An interesting feature of the pattern is the age-group of offenders. The largest number of offenders falls in the age group between 14 and 16 and the next largest group consists of juveniles between 11 and 13. The reason is that children up to 10 or 11 or younger find pleasures in the home and like to

spend more time there but with the onset of puberty, at 14 or 15, they make more social contacts and develop a wider range of interests. This leads them to more outside than inside the home which in most cases, is not an adequate one. Again at this age, there are more chances of frustration than at an earlier age. The growing adolescent would like to be treated like an adult, with his own individuality, new beliefs and outlook but more often, he is denied the adult status and is not given the due recognition. His desires for emancipation from dependency of childhood are thwarted. Thus frustrated he becomes a victim of conflicts both conscious and endopsychic, which lead to aggression, rebellion and other anti-social acts. The general trend everywhere is for boys than girls to commit it.

Delinquency among girls is more often the expression of personal inadequacies rather than a manifestation of social or cultural imperatives. The majority of girls will not engage in delinquent activities unless emotionally disturbed to begin with whereas boys will do so under pressure of culture and environment.

The delinquency is closely related with value pattern of adolescent. A value is a preference for something cherished or desired, it is linked to one's satisfaction of needs, his realization

of goals and the maintenance and enhancement of his self-concept, personality and mental health. Values are organized in hierarchy and are manifested in the consistency of one's behaviour.

Though the importance of values and its relation with personality, mental health and types of adolescents (non-delinquent and delinquent) is important but it is seen that a little work has been done on this problem in India. Therefore the problem undertaken for the present investigation is entitled as "*A comparative study of personality, mental health and value patterns of delinquents and non-delinquents.*"

Objective of the present study

Following are the objective of the present study-

1. To study the significant difference between the value patterns of non-delinquent and delinquent adolescents.
2. To study the significant difference between the value patterns of male and female adolescents.
3. To study the significant difference between the value patterns of good mental health and poor mental health adolescents.
 - 3.01 To study the significant difference between the value patterns of good mental health and poor mental health as realistic adolescents.
 - 3.02 To study the significant difference between the value

patterns of good mental health and poor mental health as joyful living adolescents.

3.03 To study the significant difference between the value patterns of good mental health and poor mental health as autonomy adolescents.

3.04 To study the significant difference between the value patterns of good mental health and poor mental health as emotional stability adolescents.

3.05 To study the significant difference between the value patterns of good mental health and poor mental health as social maturity.

4. To study the significant difference between the value patterns of different personality related adolescents.

4.01 To study the significant difference between the value patterns of high social desirability and low social desirability related adolescents.

4.02 To study the significant difference between the value patterns of extraversion and introversion related adolescents.

4.03 To study the significant difference between the value patterns of high psychoticism and low psychoticism related adolescents.

- 4.04 To study the significant difference between the value patterns of high dogmatism and low dogmatism related adolescents.
- 4.05 To study the significant difference between the value patterns of high ego-ideal and low ego-ideal related adolescents.
- 4.06 To study the significant difference between the value patterns of high alienation and low alienation related adolescents.
- 4.07 To study the significant difference between the value patterns of high emotional stability and low emotional stability related adolescents.
- 4.08 To study the significant difference between the value patterns of high self-confidence and low self-confidence related adolescents.
- 4.09 To study the significant difference between the value patterns of high empathy and low empathy related adolescents.
- 4.10 To study the significant difference between the value patterns of high dominance and low dominance related adolescents
- 5. To study the significant effect of gender (male and female)

and types of adolescents (non-delinquents and delinquents) on different value patterns.

5.01 To study the significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on theoretical value.

5.02 To study the significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on political value.

5.03 To study the significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on religious value.

5.04 To study the significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on social value.

5.05 To study the significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on aesthetic value.

5.06 To study the significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on economic value.

5.07 To study the significant effect of gender (male and female) and types of adolescents (non-delinquents and

delinquents) on democratic value.

5.08 To study the significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on hedonistic value.

5.09 To study the significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on power value.

5.10 To study the significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on health value.

6. To study the significant effect of gender (male and female) and mental health (Good, Average and Poor) on different value patterns.

6.01 To study the significant effect of gender (male and female) and mental health as realistic (good, average and poor) on different value patterns.

6.02 To study the significant effect of gender (male and female) and mental health as joyful living (good, average and poor) on different value patterns.

6.03 To study the significant effect of gender (male and female) and mental health as autonomy (good, average and poor) on different value patterns.

- 6.04 To study the significant effect of gender (male and female) and mental health as emotional stability (good, average and poor) on different value patterns.
- 6.05 To study the significant effect of gender (male and female) and mental health as social maturity (good, average and poor) on different value patterns.
- 7. To study the significant effect of gender (male and female) and different personality factors (high, average and low) on different values.
 - 7.01 To study the significant effect of gender (male and female) and personality as social desirability (high, average and low) on different values.
 - 7.02 To study the significant effect of gender (male and female) and personality as extraversion (high, average and low) on different values.
 - 7.03 To study the significant effect of gender (male and female) and personality as psychoticism (high, average and low) on different values.
 - 7.04 To study the significant effect of gender (male and female) and personality as dogmatism (high, average and low) on different values.
 - 7.05 To study the significant effect of gender (male and

female) and personality as ego-ideal (high, average and low) on different values.

7.06 To study the significant effect of gender (male and female) and personality as alienation (high, average and low) on different values.

7.07 To study the significant effect of gender (male and female) and personality as emotinal instability (high, average and low) on different values.

7.08 To study the significant effect of gender (male and female) and personality as self-confidence (high, average and low) on different values.

7.09 To study the significant effect of gender (male and female) and personality as empathy (high, average and low) on different values.

7.10 To study the significant effect of gender (male and female) and personality as dominance (high, average and low) on different values.

Hypothesis

Following null hypothesis have been formulated-

1. There is no significant difference between the value patterns of non-delinquent and delinquent adolescents.
2. There is no significant difference between the value patterns

of male and female adolescents.

3. There is no significant difference between the value patterns of good mental health and poor mental health adolescents.

- 3.01 There is no significant difference between the value patterns of good mental health and poor mental health as realistic adolescents.

- 3.02 There is no significant difference between the value patterns of good mental health and poor mental health as joyful living adolescents.

- 3.03 There is no significant difference between the value patterns of good mental health and poor mental health as autonomy adolescents.

- 3.04 There is no significant difference between the value patterns of good mental health and poor mental health as emotional stability adolescents.

- 3.05 There is no significant difference between the value patterns of good mental health and poor mental health as social maturity.

4. There is no significant difference between the value patterns of different personality related adolescents.

- 4.01 There is no significant difference between the value patterns of high social desirability and low social

desirability related adolescents.

4.02 There is no significant difference between the value patterns of extraversion and introversion related adolescents.

4.03 There is no significant difference between the value patterns of high psychoticism and low psychoticism related adolescents.

4.04 There is no significant difference between the value patterns of high dogmatism and low dogmatism related adolescents.

4.05 There is no significant difference between the value patterns of high ego-ideal and low ego-ideal related adolescents.

4.06 There is no significant difference between the value patterns of high alienation and low alienation related adolescents.

4.07 There is no significant difference between the value patterns of high emotional stability and low emotional stability related adolescents.

4.08 There is no significant difference between the value patterns of high self-confidence and low self-confidence related adolescents.

- 4.09 There is no significant difference between the value patterns of high empathy and low empathy related adolescents.
- 4.10 There is no significant difference between the value patterns of high dominance and low dominance related adolescents
5. There is no significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on different value patterns.
- 5.01 There is no significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on theoretical value.
- 5.02 There is no significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on political value.
- 5.03 There is no significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on religious value.
- 5.04 There is no significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on social value.
- 5.05 There is no significant effect of gender (male and

female) and types of adolescents (non-delinquents and delinquents) on asthetic value.

5.06 There is no significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on economic value.

5.07 There is no significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on democratic value.

5.08 There is no significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on hedonistic value.

5.09 There is no significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on power value.

5.10 There is no significant effect of gender (male and female) and types of adolescents (non-delinquents and delinquents) on health value.

6. There is no significant effect of gender (male and female) and mental health (Good, Average and Poor) on different value patterns.

6.01 There is no significant effect of gender (male and female) and mental health as realistic (good, average

and poor) on different value patterns.

6.02 There is no significant effect of gender (male and female) and mental health as joyful living (good, average and poor) on different value patterns.

6.03 There is no significant effect of gender (male and female) and mental health as autonomy (good, average and poor) on different value patterns.

6.04 There is no significant effect of gender (male and female) and mental health as emotional stability (good, average and poor) on different value patterns.

6.05 There is no significant effect of gender (male and female) and mental health as social maturity (good, average and poor) on different value patterns.

7. There is no significant effect of gender (male and female) and different personality factors (high, average and low) on different values.

7.01 There is no significant effect of gender (male and female) and personality as social desirability (high, average and low) on different values.

7.02 There is no significant effect of gender (male and female) and personality as extraversion (high, average and low) on different values.

- 7.03 There is no significant effect of gender (male and female) and personality as psychoticism (high, average and low) on different values.
- 7.04 There is no significant effect of gender (male and female) and personality as dogmatism (high, average and low) on different values.
- 7.05 There is no significant effect of gender (male and female) and personality as ego-ideal (high, average and low) on different values.
- 7.06 There is no significant effect of gender (male and female) and personality as alienation (high, average and low) on different values.
- 7.07 There is no significant effect of gender (male and female) and personality as emotinal instability (high, average and low) on different values.
- 7.08 There is no significant effect of gender (male and female) and personality as self-confidence (high, average and low) on different values.
- 7.09 There is no significant effect of gender (male and female) and personality as empathy (high, average and low) on different values.
- 7.10 There is no significant effect of gender (male and

female) and personality as dominance (high, average and low) on different values.

Importance of the Present Study

The problem of delinquency-expressing itself in all kinds of anti-social attitudes or patterns of adjustment that deviate from the code of conduct. The society is attempting to enforce or in behaviour patterns that amount to violations of norms of conduct on the part of children has been on the increase during the last decades. Because of its adverse effect on society, it has become an acute social problem. In the beginning every problem is individual and affects individuals only. But when its effect is a considerable section of the population and threatens the value system cherished by the community as a whole. Delinquency is regarded as a form of social disorganisation. It is being increasingly realised by psychologists and socialogists in child welfare that social conditions that obtain in the process of increasing urbanisation in our country, have affected the family pattern to a great extent, resulting in an atmosphere that is congenial to the growth of this problem which is a form of social disorganisation. Thus the present research is very much important in itself.

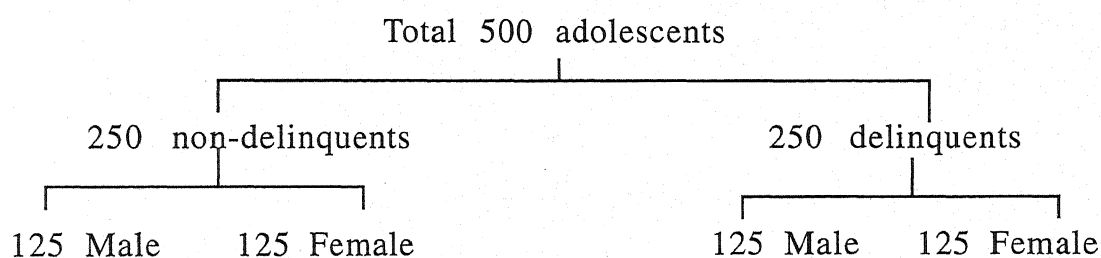
Research Methods and Procedures

The design, methods and procedures of the present study

have been discussed with regard to the following heads-

a) The Sample

Present study is a scientific survey with the help of questionnaire. In the present study 250 non-delinquent (125 male and 125 female) and 250 delinquent adolescents (125 male and 125 female) of Bundelkhand area (of Uttar Pradesh) were selected. The study was confined to the population of adolescents in the age range of 14-16 years. The non-delinquents and delinquents subjects were selected through purposive sampling technique. A schematic break up of the sample is shown below-



b) Design and variables involved

The present study is concern with the effect of gender, personality factors, mental health on value pattern of non-delinquent and delinquent adolescents. An ex-post facto research design is suitable for the present study.

Thus there are two types of variables in the present study-

1. Independent Variables-

- Gender (male and female)
- Personality factors

- Mental Health
- Types of adolescents (non-deinquents & delinquents)

2. Dependent Variables

- Value Pattern

c) *The Tools Used*

The following tools were used for the data collection-

i) The Value Test

by Dr. Taresh Bhatia and Dr. S.C. Sharma

ii) Multi-variable Personality Inventory (MPI)

by Dr. Taresh Bhatia and Arunima Pathak

iii) Mental Health Scale (MHS)

by Dr. Taresh Bhatia and Dr. S.C. Sharma

d) *The collection of Data*

The subjects of the present study were selected from the prescribed population. The Bal Sudhar Grah and Nari Niketan were approached one by one and the objectives of the present study were explained for delinquent male and female adolescents. All the institutions provided the facilities for collection of data. The selected adolescents (non-delinquent and delinquent) were administered three tests and requested to answer the questions sincerely and truthfully. They were assured that the responses

would be kept confidential.

e) The statistical technique used

The first purpose of the present study was to compare the value pattern of male and female, non-delinquent and delinquent, good mental health and poor mental health, high and low different personality factors. Mean and standard deviation of each group were calculated. The comparison between different groups were made on the basis of the critical ratio with 0.05 and 0.01 level of confidence considered significant. Hypothesis from No.1 to 4.10 were tested by applying critical ratio.

Another purpose of the present study was to find out the effect of gender (male and female), types of adolescents (non-delinquent and delinquent), mental health (good, average and poor) and different personality factors (high, average and low) on different values, for this analysis of variance was calculated.

The Data Analysis and Discussion

The results have been presented according to the following scheme-

- Part A : Overall comparison of value patterns between non-delinquents and delinquents.
- Part B : Overall comparison of value patterns between male and female adolescents.

- Part C : Overall comparison of value patterns between good mental health and poor mental health.
- Part D : Overall comparison of value patterns between high and low different personality factors.
- Part E : The effect of gender (male and female) and types of adolescent (non-delinquents and delinquents) on different value patterns.
- Part F : The effect of gender (male and female) and mental health (good, average and poor) on different value patterns.
- Part G : The effect of gender (male and female) and different personality factors (high, average and low) on different values.

Conclusion.

The researcher found the following conclusions-

1. The non-delinquent adolescents have significantly high values as theoretical, religious, social, democratic and health than delinquent adolescents, while the delinquent adolescents have significantly high values as economic, hedonistic and power values than non-delinquent adolescents at 0.01 level.
2. The male adolescents have significantly high values as theoretical, religious than female students, while the female

adolescents have significantly high value as political, economic, hedonistic and power values than male students at 0.01 level.

3. The adolescents of good mental health have significantly high values as theoretical, religious, social and democratic values, while the poor mental health adolescents have significantly high values as economic, hedonistic and power values at 0.01 level.
4. The adolescents of high social desirability have significantly high values as theoretical, religious, social, democratic and health, while the low social desirability adolescents have significantly high values as economic, hedonistic and power values.
5. The adolescents of extraversion personality have significantly high religious value than introversion personality adolescents.
6. The adolescents of high psychoticism personality have high hedonistic and power values, while the low psychoticism personality adolescents have significantly high theoretical value.
7. The high dogmatism personality adolescents have significantly high economic and power values, while the low dogmatism personality adolescents have high theoretical, democratic

values.

8. The adolescents of high ego-ideal personality have significantly high values as social, democratic and theoretical, while the low ego-ideal personality adolescents have significantly high economic and hedonistic values.
9. The high alienation personality adolescents have significantly high economic, hedonistic and power values, while the low alienation personality adolescents have significantly high theoretical, religious, social and democratic values.
10. The adolescents of high emotional instability have significantly high aesthetic, economic, hedonistic and power values, while the emotional stability related adolescents have significantly high theoretical, religious, social and democratic values.
11. The high self-confidence adolescents have significantly high social, theoretical and democratic values.
12. The adolescents of high empathy have significantly high theoretical, religious, social, democratic and health values.
13. The gender (male and female) significantly effect the theoretical, political, religious, social, economic, democratic, hedonistic and power values.
14. The types of adolescents (non-delinquent and delinquent)

also significantly effect the theoretical, political, religious, social, economic, democratic, hedonistic, power, health values.

15. The mental health (good, average and poor) significantly effect the theoretical, religious, social, economic, democratic, hedonistic and power values at 0.01 level.

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Appendices

NON-DELINQUENTS (BOYS)

S.No.	Multi-Variable Personality										Mental Health					The Value Test										
	A	B	C	D	E	F	G	H	I	J	A	B	C	D	E	Total	A	B	C	D	E	F	G	H	I	J
1	6	4	3	7	8	7	3	8	8	8	37	39	38	29	35	178	22	22	18	22	17	19	24	22	16	20
2	7	5	7	7	5	7	3	8	9	9	31	36	38	30	32	167	23	20	19	25	17	13	18	26	22	17
3	6	5	5	7	10	8	2	9	8	8	40	48	46	33	38	205	24	17	20	29	18	12	26	15	20	19
4	9	6	7	6	10	8	4	9	9	9	32	29	41	32	34	168	22	15	24	32	15	15	22	18	19	18
5	7	2	5	7	4	6	5	5	6	5	36	43	35	30	36	180	22	14	26	14	22	22	22	16	19	24
6	6	4	8	6	5	6	6	9	4	5	30	33	41	33	25	162	23	20	17	20	18	21	25	13	19	24
7	6	8	2	10	6	5	2	8	9	8	31	39	33	34	36	173	19	18	24	17	18	16	22	26	21	18
8	8	6	7	7	6	4	2	8	10	6	29	39	37	32	38	175	23	23	20	24	21	15	25	16	15	18
9	6	5	6	4	2	6	4	6	10	6	29	37	40	41	44	191	25	18	27	23	17	14	23	15	17	21
10	8	7	5	6	7	8	6	9	9	8	37	40	43	27	34	181	24	18	17	19	22	16	23	19	21	21
11	9	6	5	7	7	6	1	9	10	9	33	46	47	38	42	206	27	22	19	18	16	13	26	19	14	16
12	7	5	2	4	7	6	0	8	8	7	31	35	47	36	32	181	22	17	15	30	17	16	23	13	19	26
13	7	5	6	5	6	4	3	8	9	7	32	40	31	34	36	173	21	25	20	19	21	17	22	17	17	21
14	6	6	4	4	8	5	4	8	9	6	29	39	33	34	41	176	19	13	20	26	16	19	23	22	18	24
15	7	4	4	7	5	6	1	6	9	3	32	37	35	35	28	167	27	12	19	30	18	12	25	19	17	21

16	8	8	4	7	5	8	1	8	9	8	33	31	36	32	35	167	24	17	22	24	20	14	24	20	15	20
17	6	5	5	7	7	8	2	8	8	9	40	38	40	25	29	172	19	15	16	26	24	14	25	20	22	19
18	7	5	4	4	8	6	2	9	7	4	40	38	44	30	34	186	29	19	22	24	16	17	22	15	22	14
19	9	7	5	10	10	6	2	9	9	8	33	41	47	29	33	183	27	19	22	28	12	14	25	17	21	15
20	6	5	5	8	8	6	6	5	7	8	35	31	40	34	34	174	20	21	25	21	21	15	23	23	15	18
21	4	8	6	5	7	8	5	5	6	5	30	34	29	27	35	155	21	14	20	26	14	21	27	20	17	20
22	4	7	3	5	4	4	7	7	3	5	33	37	36	32	36	174	23	17	22	30	21	14	16	22	20	15
23	5	6	3	7	8	4	3	9	8	8	36	33	38	28	37	172	23	20	26	24	17	15	22	17	13	23
24	8	6	5	5	8	7	2	7	8	6	26	45	42	36	30	179	25	13	26	20	21	18	26	19	14	20
25	9	9	4	5	6	4	5	6	8	8	40	41	37	22	25	165	22	19	23	22	20	15	18	21	20	20
26	4	8	6	5	6	5	3	7	10	6	30	41	30	32	34	167	25	19	22	20	17	18	26	20	16	17
27	7	5	7	7	9	8	5	8	9	7	42	41	40	43	32	198	18	23	20	23	16	19	24	22	20	15
28	7	5	4	8	10	7	3	8	9	8	39	35	40	33	37	184	18	27	22	22	12	12	27	23	21	16
29	7	4	6	6	8	8	6	9	8	8	33	39	37	35	34	178	23	20	19	22	19	17	17	24	17	22
30	8	4	3	7	7	7	2	8	7	9	39	42	46	44	37	208	20	21	23	27	14	18	23	21	17	16
31	7	5	6	7	9	5	3	1	9	5	38	36	37	29	34	174	27	18	14	17	21	16	18	23	13	23
32	7	8	5	6	4	5	1	5	5	4	34	37	34	30	31	166	25	15	28	20	16	15	26	20	18	18
33	5	4	6	3	5	6	8	2	7	2	35	34	32	31	27	159	22	17	8	21	24	21	20	22	20	25
34	5	5	2	8	6	4	4	9	10	7	29	38	40	29	29	165	21	21	24	22	16	16	25	19	20	16
35	5	5	7	7	9	4	2	7	8	8	37	40	37	29	38	181	24	19	28	24	17	11	28	15	20	15

36	6	4	4	4	7	7	6	2	9	10	9	34	41	41	29	31	176	20	19	18	24	20	15	26	20	17	25
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38	9	5	4	7	10	5	1	1	10	9	7	35	37	38	39	33	182	26	20	22	28	14	15	28	12	17	16
39	7	0	7	5	6	4	7	7	7	6	8	34	34	36	29	28	161	18	22	17	15	19	15	20	20	20	21
40	8	7	4	4	9	7	1	1	9	7	4	39	39	34	27	32	171	18	17	22	22	13	21	25	18	22	15
41	8	5	7	6	7	5	1	1	9	7	8	42	42	40	32	30	186	26	20	20	26	20	15	22	17	13	21
42	10	5	5	5	6	7	7	1	8	8	8	39	48	45	39	31	202	25	19	28	23	18	11	28	18	12	18
43	9	6	6	6	7	6	3	3	9	8	7	34	38	38	34	30	174	31	15	27	23	12	19	27	17	11	18
44	4	4	4	4	8	10	9	7	8	8	6	30	30	44	24	31	159	19	12	23	31	15	13	24	13	27	20
45	7	5	8	6	7	9	4	4	6	7	6	38	42	35	28	22	165	24	18	18	22	23	22	16	17	21	22
46	7	3	4	5	7	5	6	6	10	9	5	34	38	37	25	30	164	24	16	21	26	16	13	26	14	15	27
47	6	5	3	6	8	6	2	2	9	10	9	39	41	43	29	43	195	28	21	22	22	17	17	27	17	12	17
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52	8	6	7	9	8	6	4	4	9	8	8	38	41	46	28	32	185	18	17	23	18	19	26	16	20	19	24
53	9	8	9	9	7	9	10	3	9	9	4	39	40	41	29	33	182	25	10	21	29	15	22	17	22	12	27
54	7	5	5	5	7	3	5	4	7	9	6	39	27	37	38	22	162	24	22	25	20	15	17	18	24	16	19
55	7	6	8	8	6	6	6	6	7	9	8	36	34	43	24	32	169	29	22	25	19	19	16	18	19	20	13

56	7	7	7	5	6	6	6	6	7	9	8	34	34	40	22	31	161	27	19	25	19	19	16	19	17	22	17
57	9	5	3	4	8	4	1	8	9	9	9	40	40	41	34	33	188	20	16	20	25	13	21	28	18	19	20
58	7	5	3	5	8	5	0	9	7	9	35	40	42	42	45	37	199	27	16	20	25	19	13	23	19	19	21
59	9	4	8	5	5	7	6	7	8	8	36	33	37	37	30	36	172	18	20	19	23	18	22	18	17	21	19
60	4	7	7	8	7	8	7	8	6	6	34	38	40	40	33	34	179	23	20	17	17	21	20	18	21	17	23
61	6	4	4	7	6	7	4	5	8	4	31	25	34	34	28	27	145	24	21	17	20	19	21	23	16	16	23
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64	7	4	6	8	10	6	5	8	8	5	32	34	31	33	35	165	17	16	26	22	16	20	22	23	15	23	
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66	4	7	8	6	6	3	6	9	10	4	37	37	40	14	35	168	28	17	22	22	19	19	19	18	20	18	17
67	8	6	2	7	10	4	1	10	10	5	33	34	41	35	34	177	26	18	21	17	12	20	22	17	18	19	
68	7	8	6	6	6	6	5	7	8	6	39	36	40	18	32	165	21	20	28	23	14	9	26	22	18	19	
69	10	3	5	8	6	5	2	9	9	7	32	33	47	36	33	181	22	15	22	31	15	13	25	17	18	23	
70	6	5	4	6	7	7	1	6	9	6	36	37	35	27	33	168	27	11	22	26	21	13	26	17	15	22	
71	7	6	2	5	9	4	2	9	8	7	29	36	36	32	31	164	23	19	25	17	17	14	27	20	21	17	
72	7	6	6	5	6	7	4	9	5	5	36	37	34	29	33	169	21	14	19	28	20	12	25	18	20	23	
73	7	3	7	4	6	7	5	7	7	5	30	38	29	28	28	153	16	22	23	23	19	17	24	21	18	17	
74	6	6	8	7	6	4	6	6	4	6	31	34	31	30	29	155	22	21	16	22	20	18	18	22	21	18	
75	8	4	4	8	7	5	1	7	10	6	37	41	38	37	30	183	20	20	26	27	17	16	28	15	16	15	

76	6	5	5	8	8	8	2	8	6	6	38	36	38	26	27	165	31	17	13	24	16	21	24	20	13	21
77	8	8	6	8	7	8	9	8	9	7	37	34	39	25	29	154	23	11	16	26	22	19	21	18	22	20
78	6	2	5	3	7	4	2	5	9	4	33	30	38	33	30	164	22	20	27	25	15	12	30	16	13	20
79	5	7	5	8	7	6	2	9	8	9	32	42	39	34	37	184	21	18	31	24	13	15	26	17	12	23
80	6	6	4	7	10	5	3	9	7	8	31	40	38	35	38	182	22	19	21	13	25	22	14	25	21	19
81	6	7	4	6	9	3	2	8	9	9	33	35	47	27	38	180	28	10	18	30	16	15	25	16	18	26
82	7	6	5	7	9	6	7	4	9	8	38	32	38	31	21	160	23	14	30	23	19	12	24	23	14	19
83	6	7	5	5	8	8	4	8	9	6	33	40	34	33	19	159	27	13	25	28	18	13	24	14	18	20
84	7	8	4	6	8	4	2	10	9	7	37	43	45	34	35	194	29	11	24	28	14	16	25	20	10	23
85	5	6	2	5	8	6	4	5	9	6	30	35	38	27	32	163	25	18	26	25	18	13	26	17	16	19
86	5	6	3	6	6	9	6	6	9	4	32	30	35	25	29	151	23	17	26	24	16	13	28	18	17	19
87	8	5	6	5	10	6	2	6	8	8	38	45	40	30	27	180	29	16	21	16	19	18	25	17	10	27
88	6	1	5	8	8	7	5	7	4	7	36	39	34	33	26	168	19	19	20	20	21	15	23	24	20	19
89	7	4	4	6	7	5	4	9	5	3	28	40	48	29	40	185	24	15	22	21	21	14	23	23	10	25
90	3	6	6	3	8	9	7	3	9	3	37	31	31	27	30	156	29	15	18	19	25	21	15	20	14	23
91	8	6	6	6	10	6	3	9	8	9	36	41	43	37	31	188	27	13	25	21	23	14	19	20	12	26
92	5	4	5	5	6	9	7	3	8	5	42	37	29	34	38	180	24	12	22	15	19	18	15	23	18	24
93	4	5	4	8	8	6	4	5	5	5	33	34	32	28	28	155	31	14	16	15	15	19	24	20	14	21
94	2	6	6	7	1	6	7	7	3	6	33	23	37	29	27	149	18	20	19	23	21	22	18	17	21	19
95	9	4	3	6	7	5	3	8	7	7	31	39	42	39	35	186	22	16	23	26	15	17	19	25	12	25

96	9	4	7	5	8	6	3	9	10	5	36	39	40	32	32	179	27	14	25	25	17	15	24	16	15	22
97	10	1	6	6	7	5	5	8	6	4	32	37	29	37	30	165	12	31	12	20	20	25	13	24	26	17
98	5	3	3	4	7	5	2	5	8	7	34	35	41	29	27	166	29	17	24	20	18	174	28	19	11	20
99	6	6	4	9	9	6	4	8	5	7	36	38	42	28	29	173	29	9	18	26	22	20	18	16	21	21
100	3	5	8	8	6	9	6	3	7	6	39	37	37	21	33	167	18	24	23	15	19	20	22	19	17	20
101	5	7	6	5	7	8	6	3	5	7	28	33	32	28	30	151	25	19	18	18	19	19	20	19	22	21
102	10	5	7	5	8	6	3	7	10	6	38	37	43	27	36	181	25	18	14	31	19	11	23	15	23	22
103	9	5	3	5	7	5	1	9	8	5	33	37	43	41	31	185	29	18	17	24	26	10	27	16	13	20
104	8	2	8	8	10	6	6	8	9	6	32	36	40	26	34	168	29	17	19	26	17	16	23	17	14	20
105	10	4	4	9	8	7	3	9	8	4	36	44	39	40	36	195	29	13	16	20	17	20	21	23	19	19
106	9	7	4	7	10	5	1	9	10	8	37	37	36	40	42	192	25	10	31	24	19	11	27	16	15	22
107	10	5	6	7	9	5	1	8	9	8	41	42	47	37	30	197	29	8	26	22	19	17	21	14	18	26
108	10	5	6	7	10	6	3	9	9	8	42	45	45	33	28	193	28	18	19	28	14	18	26	14	15	20
109	7	7	5	7	8	7	2	10	8	7	32	34	40	40	34	180	28	23	10	21	16	23	22	25	22	11
110	8	6	6	8	9	8	7	10	10	9	41	41	44	31	38	195	25	14	28	26	15	14	26	21	13	18
111	10	3	3	7	7	4	8	10	10	8	39	46	49	36	40	210	27	15	18	31	16	15	28	15	14	21
112	9	7	8	8	8	6	3	10	8	8	40	43	47	37	30	197	22	10	23	26	24	12	26	14	16	27
113	8	4	3	7	8	5	6	8	7	9	35	39	35	27	40	176	29	17	17	20	19	17	29	16	12	18
114	9	4	3	6	9	4	3	8	10	10	36	39	42	29	33	179	26	17	20	21	17	16	31	18	16	20
115	8	3	5	6	8	6	2	7	10	7	32	41	39	42	33	187	25	22	22	22	11	20	21	22	18	20

116	8	7	7	5	7	7	6	6	9	7	41	45	40	27	32	185	21	21	17	20	17	18	24	20	24	19
117	7	7	5	9	9	6	3	8	9	7	35	44	46	27	38	190	29	15	18	30	17	12	23	13	20	24
118	9	3	5	4	9	7	5	8	10	7	36	38	41	34	37	186	24	13	30	23	17	13	28	18	15	17
119	9	7	7	10	10	9	3	10	8	9	41	45	49	34	34	203	26	14	18	23	15	22	17	25	19	21
120	7	7	5	7	10	8	1	10	7	6	41	41	49	41	34	206	26	15	19	19	25	16	25	17	17	21
121	6	4	8	7	8	10	7	5	7	5	26	35	32	28	32	156	18	17	28	22	21	18	23	22	15	16
122	7	6	5	8	5	9	5	4	7	6	32	35	32	39	39	157	29	9	28	16	22	17	15	28	20	22
123	10	6	7	7	10	8	8	6	9	7	37	32	39	16	29	153	16	21	20	25	15	18	23	19	14	29
124	7	7	8	6	6	7	4	7	5	8	34	40	40	30	21	165	23	19	20	18	24	28	21	23	16	16
125	9	6	6	4	9	7	4	10	7	7	39	38	39	37	27	180	25	15	23	22	17	19	22	16	18	23

DELINQUENTS (BOYS)

S.No.	Multi-Variable Personality										Mental Health					The Value Test										
	A	B	C	D	E	F	G	H	I	J	A	B	C	D	E	Total	A	B	C	D	E	F	G	H	I	J
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2	10	6	9	10	10	9	9	9	9	8	37	37	37	24	32	167	22	12	29	18	22	15	22	22	14	24
3	8	7	6	4	6	6	4	6	9	5	32	38	37	33	34	174	20	23	23	21	16	14	22	23	17	21
4	9	5	3	7	9	7	3	9	8	5	34	42	38	28	29	171	15	12	29	22	13	19	27	22	19	22
5	5	7	8	8	10	9	7	4	5	6	44	42	38	15	30	169	20	16	23	26	14	19	17	24	22	29
6	7	8	9	7	10	5	9	7	9	6	31	39	31	24	34	159	18	13	31	25	16	19	20	24	17	17
7	7	5	8	5	9	8	7	9	9	7	36	37	37	30	34	174	16	22	30	20	17	17	25	23	14	16
8	8	9	7	8	10	8	7	8	9	8	28	41	32	36	33	170	21	23	20	22	21	19	23	14	18	19
9	7	6	8	8	9	8	6	8	9	9	34	37	32	21	34	158	15	16	22	23	21	16	18	22	26	21
10	4	5	5	8	10	7	7	8	9	7	35	40	36	26	33	170	16	14	25	25	17	21	17	17	23	18
11	7	8	7	7	8	9	7	8	7	4	37	37	40	29	35	178	21	19	29	19	15	19	24	24	14	16
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13	7	3	4	7	9	9	6	7	7	7	38	37	35	25	29	164	20	22	20	20	18	19	18	19	21	23
14	7	5	7	6	8	7	5	6	9	7	32	37	37	30	33	169	21	13	26	26	16	15	21	23	19	20
15	6	4	5	7	6	7	2	7	9	6	28	29	31	28	21	137	23	19	16	21	17	26	20	21	17	20

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17	5	5	3	4	3	5	5	6	1	3	42	43	36	20	32	173	20	14	27	25	16	15	22	22	19	20
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NON-DELINQUENTS (GIRLS)

S.No.	Multi-Variable Personality										Mental Health					The Value Test										
	A	B	C	D	E	F	G	H	I	J	A	B	C	D	E	F	G	H	I	J						
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DELINQUENTS (GIRLS)

S.No.	Multi-Variable Personality										Mental Health					The Value Test										
	A	B	C	D	E	F	G	H	I	J	A	B	C	D	E	Total	A	B	C	D	E	F	G	H	I	J
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7	5	3	7	8	8	7	7	9	7	8	34	39	38	35	28	174	16	15	16	17	18	29	14	22	32	21
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